

MY WORTH TO THE WORLD




STUDIES IN CITIZENSHIP

CAPEN AND MELCHIOR

NEW YORK STATE







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My Worth to the World

STUDIES IN CITIZENSHIP

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BY

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Capen-Melchior My Worth to World
N. Y. State

W. P. I.

MADE IN U.S.A.

TO THE TEACHER

A Course in Civics. Much has been said and written in recent years about the teaching of civics and its place in curricula. To check their own practices the authors have been close students of these trends, some of which have been provocative, many speculatively academic, and all challenging. The outstanding objective now generally accepted is this: to receive full benefit from a year's study in the field of civics, the student must do more than learn stereotyped factual data. He must supplement a progressive acquisition of knowledge with personally applied abilities in creative work since civics is dynamic: it is *doing* based on *knowing*. Thus a worthwhile course in civics provides for the student and teacher systematized extra-textual activities.

The Plan of This Book. The course in civics, as covered in this text, calls for a more intensive development of individual activity than has previously been the case. It evolves, simultaneously with individual development, a plan for group coöperation on the part of the class as a whole. Fundamentally, the theme of this text covers a panorama of ground principles upon which higher courses in the high school social science curriculum are based. It advances in eight units, always keeping the individual in the foreground, as the title indicates. These units are:

1. Yourself and Others.
2. You View Civic Welfare.
3. You Weigh Some Civic Responsibilities.
4. You Study Some Problems of Civic Improvement.
5. You Observe Industrial Activities.
6. You Explore Important Facts about Government.
7. You Glimpse the Horizon of Internationalism.
8. You Analyze Your Opportunities and Responsibilities as a Citizen of the State of New York.

Translated into technical parlance, this course is a fusion of the sporadic experiments with which we have been busied in recent years. It blends and unifies *social, economic, industrial, vocational, and political* civics. It is sufficiently conservative to meet the needs of courses of study still devoted to the orthodox old-type plan of teaching civics and sufficiently comprehensive to cover the newer types of civics teaching with which many schools have been struggling experimentally. It abandons the old interpretation of civics as a purely coöperative enterprise and favors the recent return of group attention to the individual. It is vitalized with a studied balance of text content and teaching material. We believe that the student of civics learns most satisfactorily when he is trained to interpret his environment in terms of his individual understanding. We have, therefore, deliberately featured the individual throughout the text.

The New York State Unit. The eighth unit has been added with two aims: first, to include certain subject matter which the State Education Department presents in its syllabi for ninth-year social studies; and second, to stress the benefits bestowed upon citizens of the State of New York by its local and state governments.

From time to time these last two chapters will give opportunity to review the subject matter of earlier chapters. This overlapping, which makes the recalling of what has been learned an essential part of the advance assignment, should make these additional chapters very useful.

Chapter XXXI will stress the non-political activities of state and local governments. It will recount the social and cultural benefits that too often escape notice or are taken too much for granted. Town and city governments have been analyzed in Chapter XXIV, state governments in Chapter XXV. The divergent views on the adequacy of county governments will be presented for discussion and other controversial matters will be indicated. In the main, how-

ever, the purpose of this chapter is to describe those activities of government which safeguard the individual as well as those which contribute to his health, his education, and recreation, activities of which he has reason to be proud.

The Plan of the Chapters. The plan of each chapter is simple. It opens with a bird's-eye message, or a topical glance at the high points. The teaching method is largely inductive. The paragraphs are descriptive, narrative, and expository. Many of them are followed by problems and questions, designed to stimulate attention and critical analysis of the content. If necessary, the chapter carries a summary or review in which main issues are summarized in compact manner. Finally come the chapter questions, based upon the content and calling for brief, accurate answers. These data-testing questions are classroom-tested and, therefore, are neither too lengthy nor too intricate in their demands.

The Notebook-Workbook. Cost has become a guiding factor in the selection of classroom texts and materials. To meet this condition and to supply within the confines of the text itself all the necessary directions, we have set up at the chapter ends a section devoted to teaching techniques. We call this the notebook-workbook because, by following directions, the individual student can create in a notebook (large or small, loose-leaf or bound) the equivalent of the formal workbook. If the teacher prefers to set up the various exercises, found in the chapter-end teaching material, as assignments selected at random, without any idea of a notebook-workbook unit, this, of course, is equally possible.

The Vocabulary. The first item in the teaching technique is the civics vocabulary. It is one thing for a student to be able to spell and define new words and quite another for him to be able to use them properly. We have suggested that each word be properly incorporated within a sentence written in the notebook-workbook. We advise,

here, that the teacher employ some sort of occasional survey of this gradually accumulated vocabulary. It should be set aside in a section of its own, in the notebook-workbook. Perhaps, at the close of the course, a contest could be planned, similar to the old-type spelling match, featuring the entire text vocabulary. These chapter vocabulary lists are not overloaded, nor are the chosen words difficult. This type of vocabulary should prove an invaluable and practicable asset throughout the student's entire social science career in high school. The student should be familiar, at the end of the course, with *all* the vocabulary terms.

The Suggestions. Within the teaching material is a continuous and wide variety of exercises called "Suggestions." Obviously not every suggestion cited should be carried out. They are numerous in order to provide flexibility of choice. Some will prove more satisfactory than others, depending upon the location and needs of the school and the facilities available to the student. The teacher is urged, therefore, to guide pupils in selecting suggestions with regard to propriety and time limits. The contract method lends itself admirably to the pursuit of problems and suggestions in the teaching material of this text. A minimum number can be established for the class group as a whole, and *carte blanche* can be extended to the ambitious who crave to exceed minimum limits.

The Chapter Bulletin Board. No civics class or classroom is complete without a large bulletin board, the use of which can be made as active and intensive as is the energy of the group. Frequently the teacher, especially the inexperienced teacher, is at wit's end to know what to do next with the bulletin-board project. *This text provides a suggested bulletin-board idea for every chapter.* The change of bulletin-board display should be made the responsibility of one member of the class. It is suggested that, in general, the bulletin board be made the responsibility of a class committee, *over which*

the teacher must exercise constant supervision and guidance. The civics classroom, through the medium of a well-kept bulletin board, an ample filing cabinet, and carefully correlated blackboard and wall space can be made a civics museum of interesting exhibits. Civics materials, along the line of visual education, of outstanding craftsmanship and display value can be kept from year to year and increased with profit to all concerned.

Topics for Discussion. It has been our experience that often discussions of an informal nature are more satisfactory for civics students than are formal debates. We have cast, for each chapter, a few topics for discussion which can be incorporated in the teaching period. These topics vitalize routine work and give relief when class activity needs inspiration. Any one of these topics can be transformed into a formal question for debate if preceded by the premise "resolved that," and if stated with formal negative or affirmative precision.

The Cases. Definite cases are set up at the chapter end, upon which the student is invited, by means of the query in italics, to give analytical thought and opinion. Generally speaking, it should prove most practicable to discuss these cases orally, though there are some upon which written response could be wisely requested. We regard this case method innovation as one of the most valuable contributions to the text. It is to be expected that members of the class will supply cases out of their personal knowledge to supplement those cited. This should be encouraged, for the theory of civics is dull, useless dogma unless it can be applied to experiences from everyday living. We hope that this inauguration of the case method will prove a welcome one to both teacher and student for the vitalizing power it can contribute to the course.

Written Exercises. Because we are aware of the training value of written composition, we have set up in each chap-

ter various suggestions for this sort of extended activity. Written projects serve their purpose best when they are carefully assigned by the teacher, individually executed by the student, and called to the attention of the class as a whole by the teacher, in the form of comment, favorable and unfavorable. It is often profitable for the teacher to request from the student writer of an excellently written composition an oral report based upon his recorded findings. At such a time the written and spoken development can be simultaneously presented and compared. When it comes to writing poems, plays, dialogues, and stories, it is advised that individuals should be encouraged rather than forced to attempt literary efforts, calling for definite creative activities.

Reference Reading Lists. Here is an opportunity for the teacher who is wearied with the old-type bibliographies. This text divides reference reading into three groups. Each chapter sets forth a list of reading-for-recreation books. This list has been selected to feature, as far as possible, books whose theme deals with the chapter message. Sometimes these books are fiction, sometimes biography, sometimes stories of adventure or achievement. This is followed by what we call the *Working Bibliography*, a list of books, *first* for the pupil, and *second*, for the teacher. The Working Bibliography supplements the text in the strict sense of additional reference or research projects in reading.

The Pictures. Instead of the stereotyped array of pictures generally found in a civics text, this book has ventured into new picture projects. The half-tone has been used, where appropriateness seemed to demand it; the line drawing has been resorted to where we wanted details portrayed with striking realism; cartoons and stick-men have occasionally been included, to show text points with a droll, humorous, or challenging cast. We are especially anxious that our full-page unit illustrations prove to be

valuable picture studies. In fact there are but few illustrations in the text that are not picture studies. Note the type of caption that accompanies them. The teacher who does not hold the student as responsible for a study of the pictures as for the rest of the book is missing an opportunity to put a means of visual education to its most profitable use.

The Civics Laboratory. A civics teacher should have available for immediate use certain laboratory materials. The following list of initial essentials is recommended, to which the teacher can add materials as the course proceeds.

An unabridged dictionary.

The *World Almanac* (latest edition).

An atlas, or a large wall-map of the world.

A large map of your state.

A daily newspaper of recognized standing.

A weekly news magazine.

Helpful periodicals, such as *The American City* (470 Fourth Avenue, New York, N. Y.).

The Yearbook of Agriculture.

The American Yearbook.

The New York Red Book.

Annual reports of the administrative departments of the national government.

Annual reports of various departments of your state government.

The U. S. Census Report.

Your State Manual and Constitution.

Farmers' Bulletins from U. S. Dept. of Agriculture.

Modern Problem Booklets, American Education Press.

In addition, the following supplementary classroom equipment will be found very helpful.

Compton's *Pictured Encyclopedia*.

Outline maps of the United States (student size for notebook work).

A filing cabinet appropriate for civics classroom.

Supply of large-sized cardboard, and manila heavy paper sheets for bulletin-board projects and picture mountings.

Colored crayons, colored pins, soft art erasers, paste, and scissors.

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TABLE OF CONTENTS

UNIT ONE · YOURSELF AND OTHERS

CHAPTER		PAGE
I.	THE INDIVIDUAL	3
II.	GROUPS OF INDIVIDUALS	22
III.	COMMUNITIES OF INDIVIDUALS	40

UNIT TWO · YOU VIEW CIVIC WELFARE

IV.	HEALTH	57
V.	SAFETY	80
VI.	RECREATION	104
VII.	EDUCATION	117
VIII.	CIVIC PRIDE	136

UNIT THREE · YOU WEIGH SOME CIVIC RESPONSIBILITIES

IX.	THE CARE OF THE HANDICAPPED	155
X.	POVERTY	170
XI.	CRIME	184

UNIT FOUR · YOU STUDY SOME PROBLEMS OF CIVIC IMPROVEMENT

XII.	THE MODERN FAMILY	203
XIII.	THE MODERN CITY	217
XIV.	THE MODERN FARM	234
XV.	TRANSPORTATION AND COMMUNICATION	254
XVI.	THE ALIEN AND THE CITIZEN	279

UNIT FIVE • YOU OBSERVE INDUSTRIAL ACTIVITIES

CHAPTER		PAGE
XVII.	CHOOSING AN OCCUPATION	297
XVIII.	OUR BUSINESS WORLD	317
XIX.	THE WORLD OF WORKERS	334
XX.	SHARING THE WEALTH WE CREATE	363
XXI.	ENJOYING THE WEALTH WE HAVE	380
XXII.	A FEW DISTURBING ECONOMIC PROBLEMS	391

**UNIT SIX • YOU EXPLORE IMPORTANT FACTS ABOUT
GOVERNMENT**

XXIII.	GOVERNMENT	409
XXIV.	LOCAL GOVERNMENT	423
XXV.	STATE GOVERNMENT	442
XXVI.	NATIONAL GOVERNMENT	467
XXVII.	FINANCING THE GOVERNMENT	491
XXVIII.	PUBLIC OPINION AND PARTY POLITICS	508

**UNIT SEVEN • YOU GLIMPSE THE HORIZON OF
INTERNATIONALISM**

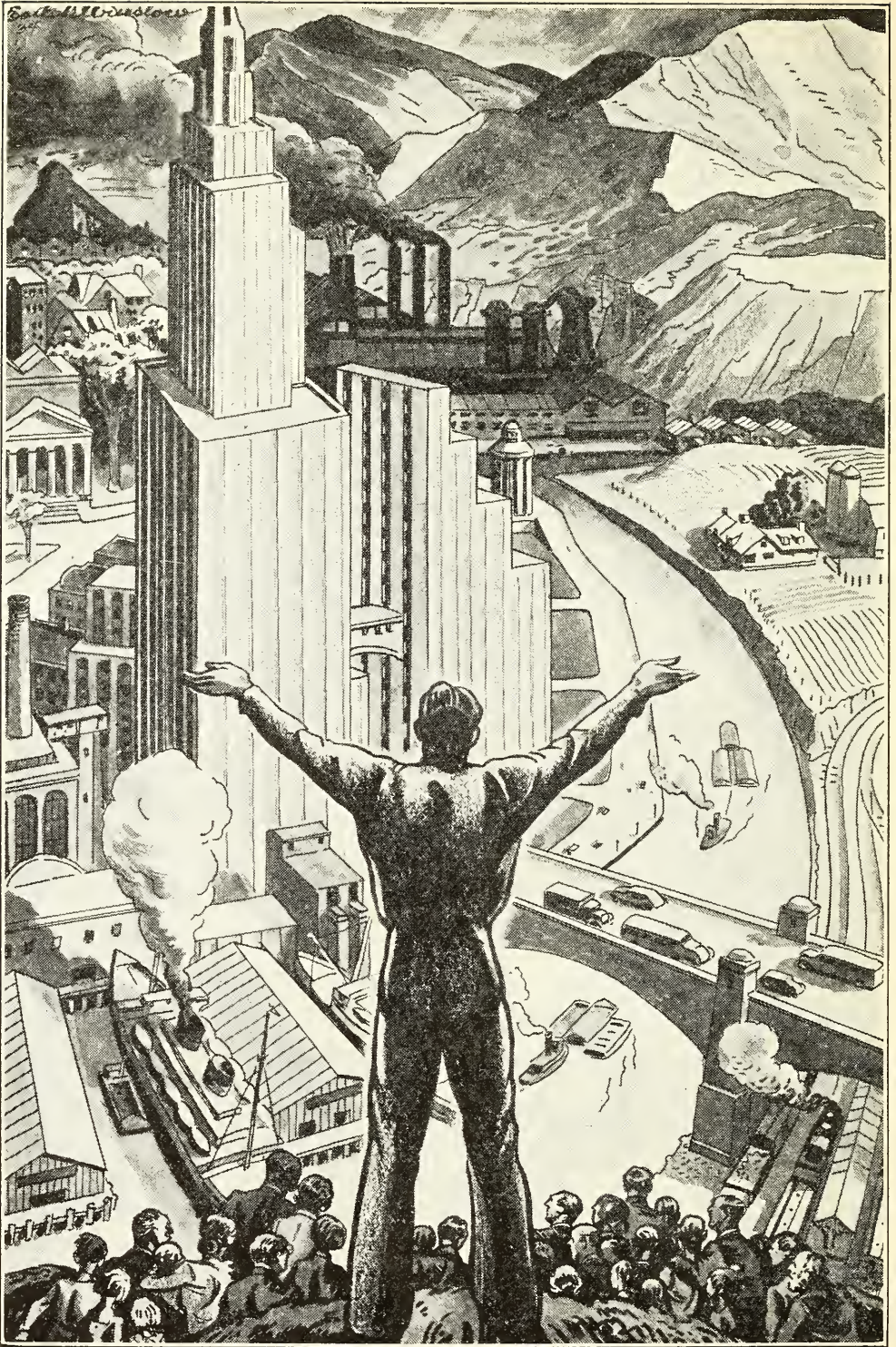
XXIX.	WORLD CITIZENSHIP	533
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**UNIT EIGHT • YOU ANALYZE YOUR OPPORTUNITIES AND RE-
SPONSIBILITIES AS A CITIZEN OF THE STATE OF NEW YORK**

XXX.	THE BUSINESS OF LIVING	555
XXXI.	THE BENEFITS OF STATE AND LOCAL GOVERN- MENT AND THE BUSINESS OF MAINTAINING THEM	585
APPENDIX — CONSTITUTION OF THE UNITED STATES		641

Unit One

YOURSELF AND OTHERS



A variety of interests are offered the individual. Name ten interests represented in this picture. Which one appeals to you? Is it advisable to have more than one absorbing interest?

CHAPTER I

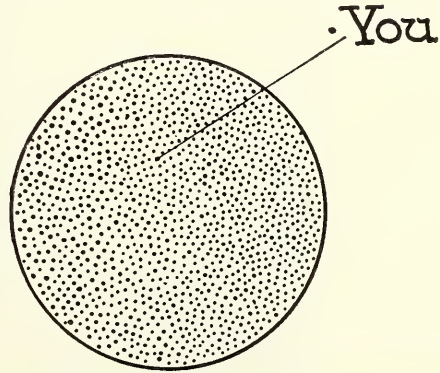
The Individual

The Chapter Message

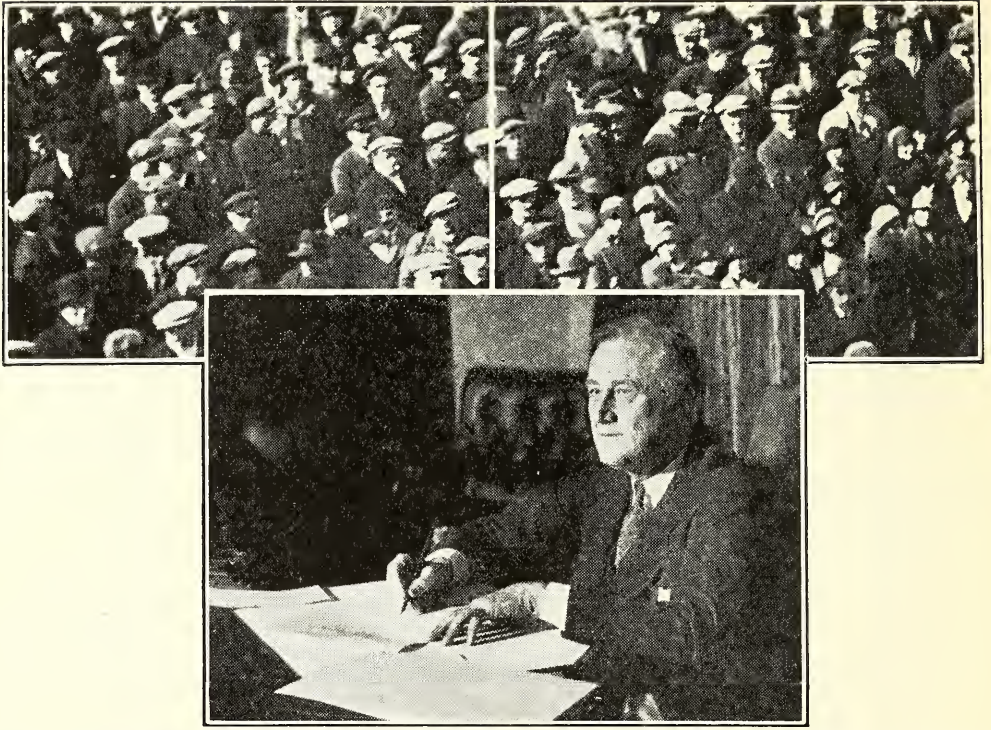
1. *You are an individual.*
2. *You have mind, or mental power.*
3. *You are a social individual, or a member of society.*
4. *You are a civic, or community, individual.*
5. *You are entitled to local and national citizenship.*
6. *You should aim to become a civic-minded individual.*
7. *You are continually making the acquaintance of many kinds of individuals, among them the healthy individual, the thrifty individual, the industrial individual, the political individual, and the social, coöperative individual.*
8. *You will come to realize that it is a wise thing to "Know Thyself."*

The Individual and Humanity. You are an individual. Every person is an individual. It is impossible to think of all the individuals who have lived, or even of all those who now

are living. The older a person grows, the more he becomes aware of the vast numbers of individuals that make up what is called *humanity*, or the sum total of human beings.



The individual is only one small mite of humanity. Should this fact necessarily make you feel unimportant?

*Wide World*

No two persons are exactly alike. What are some qualities that tend to make certain individuals more interesting than others?

The number of individuals on earth may be compared with leaves on the trees, or with drops of water in the ocean. Each individual, like each leaf and each drop of water, is one very small part of an enormous whole. You would have to see all humanity to be able to realize how small a part you are of the sum total of human beings. And yet there is nothing on earth more important than the individual person who is only one small mite of humanity. You, as an individual, are of interest to others because you are a human being. No two persons are exactly alike. Each has some quality or qualities that no one else possesses; this gives a person what is called individuality. You sometimes misjudge others because you do not understand fully their individuality. You say they are "peculiar." Is it possible that you have placed a wrong estimate on the other fellow, or is he a misfit among the rest of humanity? Let us see

what there is about an individual to arouse such popular interest.

What are some of the ways in which the individuality of one person differs from that of another person? Be prepared to tell about six or more such ways.

The Human Mind. You have a mind that can be trained to do the thing you wish it to do. Your mind makes it possible for you to work out your own tasks which may be termed life's problems. You have to perform your special tasks in a different way from the way others perform their tasks. You, therefore, cannot expect to do your work well by copying others, nor can others do your work for you. Your mind is capable of doing wonderful things. It can travel thousands of miles and return again in an instant, if



Publishers' Photo Service

This is the statue of "The Thinker" by Rodin. The human mind is capable of doing wonderful things. It is worth while for you to develop your mind.

need be, bearing either many beautiful pictures or very ugly ones, exactly as you have ordered it to bring. These mental pictures we call imagination. Even as you are reading the lines on this page, you may be adventuring far off on a mental journey.

It is worth while for you to know how valuable a sound mind and a good imagination are to you, and that in later life as the bodily powers gradually weaken, the mental powers, if rightly treated, tend to show greater usefulness. A sound mind and a well-controlled imagination are worth infinitely more than money and homes and land.

What are you doing to nourish your mind? Do you derive any real benefit from wishing that you might enjoy what you merely imagine that others possess?

Can you imagine what a person thinks about who has lost the use of his mind? In what way does the conduct of that person seem to differ from that of a normal-minded person? Does that person need sympathy if he does not realize his helplessness? Should you try to imagine how unfortunate-people feel about their condition?

The Social Individual. You are an individual, yet you cannot avoid associating with other persons. One of your first lessons to be learned was that of ownership and membership. Among your childhood discoveries you found that there were certain things that belonged to you, things such as your clothes, your toys, your bed. Although to some extent things and places and people belonged to you, you began to realize gradually that you belonged to them, too. You learned that you belonged to a certain family, to a certain church, and to a certain school in a certain community. You may remark to a playmate, "See! This is my school"; or, "This is my mother." You must not forget that if the school could speak, it might say, "You are my pupil." Your mother says of you, "This is my child."

Your interests as an individual soon reach out beyond

the narrow limits of the home circle to the larger community of the "home town." You learn that your parents, together with other members of the community, pay taxes into a common treasury in order that neighborhood or community living may be made more secure and more convenient. You can see for yourself many things around your home that exist for the benefit of every one in the community, such as the roads or paved streets, the water supply, the schools, the protection of the fire and police forces. You are old enough now to realize that benefits like these come to the individual as the result of organized group coöperation. Every right-minded individual wants the community in which he lives to be the best possible type. Abraham Lincoln said, "I like to see a man proud of the place in which he lives. I like to see a man live in it so that the place will be proud of him."

There have been times in the history of mankind when the individual was less interested in, and very much less dependent upon, his neighbors than he is today. You probably have read how the cave man lived in the very early days of human history, or about the American Indian when he roamed this continent before the coming of white men. Nowadays, people are more dependent upon one another for the necessary materials of existence than ever before in



history. In fact nations everywhere depend on other nations for certain foods, raw materials, and machinery.

A hermit is an individual who tries to escape his obligations to society. Can he do so entirely? How does he live differently from the person who fulfills his place in society?

The Civic Individual. 1. *In the Home.* While you are living at home your parents provide food, shelter, and cloth-



To belong to a home group is to associate with others. What facts about the family does this family table reveal?

ing, and perform countless other services for you. How can you repay them for such services? You can do much toward keeping the home comfortable and pleasant by showing a spirit of coöperation and loyalty. All

members of a household, young and old, must give careful attention to the solving of home problems. A person who is willing and glad to help make the home a pleasant and efficient circle of group living is already becoming a good citizen of the community. Good citizenship begins at home.

2. *In the School.* But you are *school* members as well as *home* members. Why are your parents glad to send you to school? It is because they want you to have the advantages of an education. They know that a person who thinks right is far more valuable to himself and to his community than one who has a sound mind, but does not know how to use it. They also want you to learn to coöperate with other people. If you are not trying to do your best while you are a school citizen, you are not being loyal to your parents who have made possible for you a worthy goal in life.

Your school spends a large sum of money and exercises

great care in training you to do your part as a citizen. It does more than teach you textbook facts. It trains you to become an active, efficient individual. It provides you with many practical experiences in how to live with individuals outside your family circle. It shows you the value of coöperating with individuals who are assembled in a group for a worthy cause. It allows you to share in operating the school group. It expects you some day to apply this training in citizenship to the larger civic groups as you enter them—the community, the state, the nation, the world. By participating in the various school activities you are becoming civic minded.

3. *In the Community.* The civic-minded individual is law-abiding, self-supporting, thrifty, and interested in the welfare of the community. He is glad to coöperate with his fellow-citizens in an effort to secure the greatest good to the greatest number of people. Some day you will be eligible, in age, to join the *adult* citizenry.

How can you best plan to build into your adult citizenship civic ideals of the finest quality? What would you suggest as four or five worth-while civic ideals?

4. *In the State and Nation.* America is a nation of homes and communities. A large proportion of people in this country are members of a family, or home citizens. Community citizenship depends largely upon home citizenship. The state and nation are civic units on a much larger scale than the community. State citizenship develops from community citizenship. The state, in turn, helps to form the nation. A healthy national citizenship, therefore, is made possible only when the individuals who are members of the state group, of the community group, and of the home group are healthy in body and mind. It is surprising how so simple a foundation as the home can support so huge a civic structure as the nation. But it does. The very fact

that national citizenship and local citizenship have much to do with each other makes it important for the individual to take careful note of his civic environment.

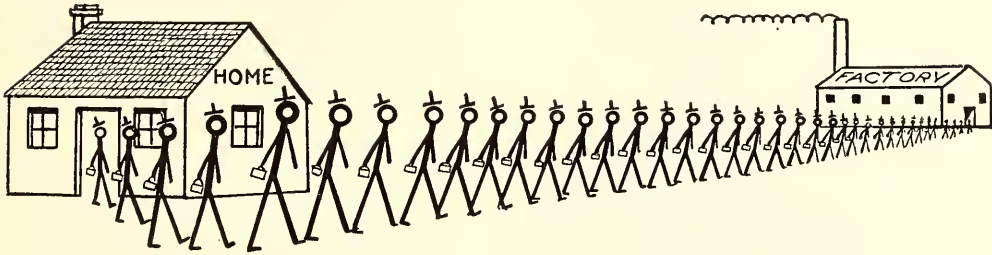
“Breathes there a man with soul so dead
Who never to himself hath said,
This is my own, my native land?”

You have probably heard this quotation often. What does it mean to you?

Mary Roberts Rinehart has put into the following words her idea of our country: “The realization of a dream, the fulfillment of an ideal, my home, my native land — that is America to me.” What does America mean to you?

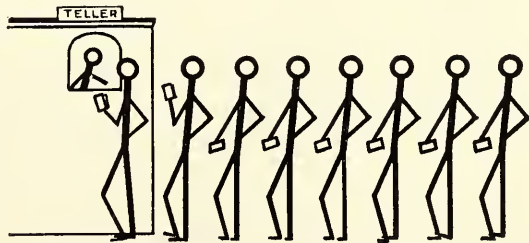
The Industrial Individual. It should be a matter of great concern to the normal individual to earn a living honestly. You want to be a self-respecting person. You want to be self-supporting. The world owes no normal person a living, but it owes each person a chance to make a living. On the other hand, every person owes the world the best services of which he is capable. It is generally true that the people who are most satisfied are the ones who are busied with the tasks they are best fitted to do. If you are wise, you will select with extreme care the type of work you plan to take up for a lifetime occupation. It is very important for a person to feel capable, contented, and cheerful in the doing of his daily tasks. Especially wise is the individual who realizes early in his life that he should equip himself with the power for earning a reasonably good income as a result of his industry. Most of us find, by experience, that as we advance in years it becomes necessary for us to be not only industrially independent, but able, also, to take care of others dependent upon us. You probably expect to be earning your living some day. Your industrial aims should lead you to an honest living, a profitable living, and a contented living.

Name three ways of earning a living which will give you in time a reasonably good income and which will be interesting to you and valuable to the community. Name three ways of earning a living which will not return to you a reasonably good income, but which would be of great service to the community.



The Thrifty Individual. 1. *The Wise Use of Money.* If a person spends every penny he earns as soon as he earns it, he can set aside no fund for times of trouble, or for his old age. It is a mark of intelligence to be thrifty in the use of your money. You should manage your cost of living so that you can get the greatest amount of benefit out of every dollar you earn. Benjamin Franklin worded a thrift philosophy when he said, "A penny saved is a penny earned." By this he did not advocate the hoarding of money; he advocated the wise spending of it.

You must not expect that your earning power is going to be equal to that of every other worker in your field of endeavor. For this reason every person cannot maintain the same standard of living. However, every worker can set up for himself a standard of economical living. For some people, the amount of savings has to be a very small sum. Even so, it represents a degree of security in times of need.



How can you be economical in the matter of clothing? Of electric lights? Of water? Of food? How do you interpret Franklin's philosophy of economy?

The Healthy Individual. The various stages of life have not changed through the ages. The human being arrives as a baby, advances through childhood and youth to middle and old age, and finally departs from this life. Conditions



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of living, however, have changed considerably through the progress of centuries to the present time. One of the major factors of proper living nowadays is the care of our health.

1. *The General Problem of Health.* Problems having to do with health are very interesting. They are as varied as the number of living individuals. Every individual should study his own physical powers and weaknesses, and consult with a competent physician or doctor for further advice.

Most people have some physical weakness that is either present from birth or

is due to accident. Oftentimes such infirmities can be greatly relieved by patient and scientific care. In most cases the sufferer is enabled to take his place in society and perform his daily tasks without making his affliction even noticeable.

2. *The Effect of Fear and Hatred on Health.* There is an important phase of the health problem which few individuals escape. Human beings are more or less at the mercy of *instincts* and *emotions*. What is an instinct? It is a natural impulse which impels men and animals to safeguard their existence. Self-preservation is an instinct which makes

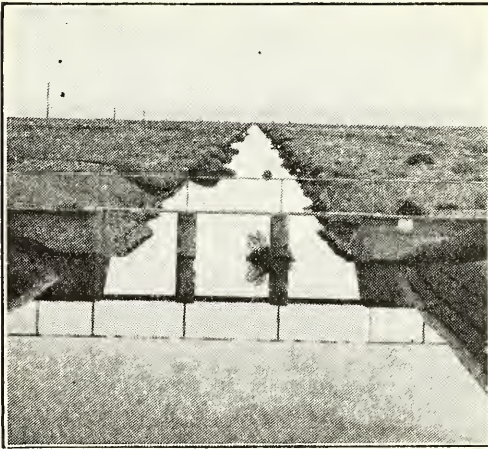
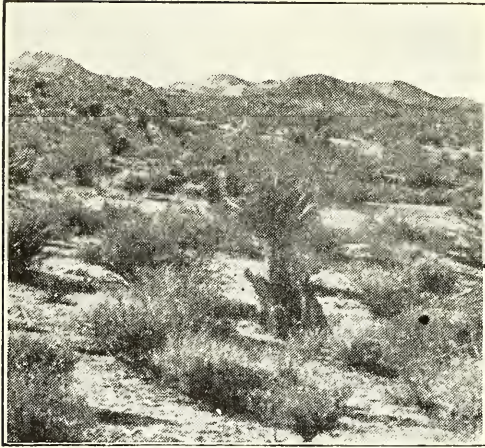
people interested in their individual safety. Because of this instinct, people seek the security of food, shelter, and clothing. What is an emotion? Love, fear, hatred, and pity are examples of emotion. Human emotions are responsible for the attitude of many a person toward life. The human emotions have led to the making of wise and unwise laws, and to the fighting of great wars. The human emotions greatly influence the safety of living.

3. *Science Makes Better Health Possible.* It has been discovered by health scientists that within the human body there are certain internal organs that control, to some extent, the outward behavior of the individual. Digestion is a good illustration of this. Many cases of what has been called bad disposition are traceable to bad digestion. A very recent theory in the field of medicine claims that certain glands in the human body are responsible for certain types of human conduct and states of health. The thyroid gland is being held responsible for nervous disturbances, for overweight, and for underweight. The endocrine glands are considered responsible for the forming of character as well as physique. One normal baby grew into an eight-foot man because of an abnormal secretion of an endocrine gland, so the doctors found. It is difficult for those of us who are not acquainted with these internal influences over our lives, to realize that our actions are not entirely under our personal control. Doctors say they often find it hard to convince people that adenoids, defective teeth, and many other so-called minor ills are injurious to the health of the individual. Certainly hygiene ought not to be ignored by any individual, whatever his state of health.

What are some of the things you can do to build up a strong, healthy body?

The Influence of Environment on the Individual.

1. *Physical Environment.* Every individual is influenced by



Bureau of Reclamation, Dep't of the Interior

The first picture is a view of wasteland; the second shows an irrigation canal conveying water into wasteland; and the third shows how wasteland can be made to bloom.

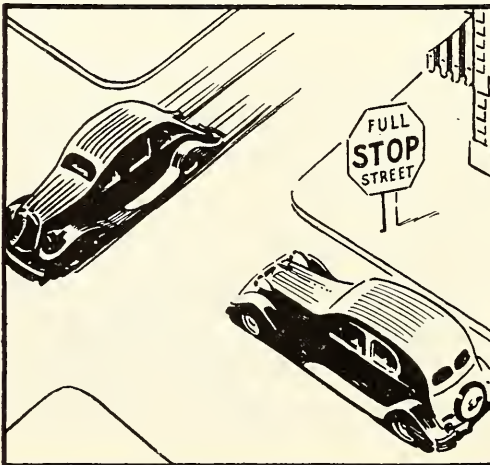
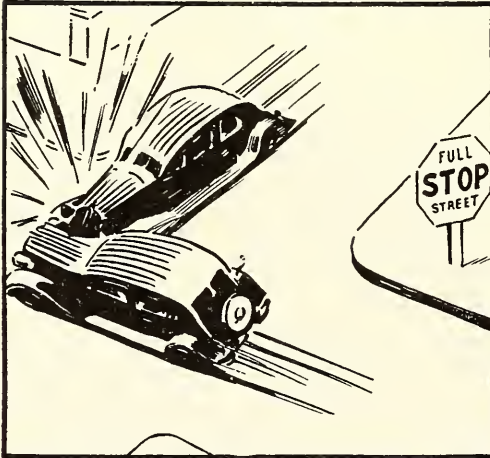
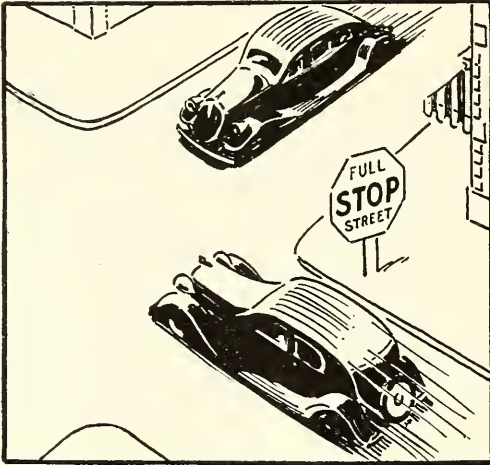
the physical elements that surround him. The mountains, the sea, the climate, and all the other forms of surrounding nature try to force us to live and act according to the laws that they have obeyed for ages. If you live in the temperate zone, your physical or natural environment is very different from what it would be were you living in the far north or near the equator. Everywhere on earth nature exerts a tremendous influence on the life of man. If the individual does not learn to overcome or to control his physical environment, it overcomes or controls him. There are some forces of nature which man has not mastered, such as floods, earthquakes, and tornadoes. Generally speaking, however, man has learned to adapt himself to the ways of nature. He arranges his daily living in accordance with conditions of nature in the region around him. If he lives high up in the mountains, his occupation is not the same as when he

lives on a coastal plain. Man, too, has made remarkable progress in his conquest of distance. He has harnessed the forces of nature in his efforts to bring his individual life into closer contact with the world. Man points with pride to his conquest of physical environment.

Can you mention several ways in which Americans have overcome the handicaps of their physical environment?

2. *Social Environment.* Every individual is subject also to the social influence that surrounds him. All the groups of individuals that one meets and all the human institutions set up by man to make group living more efficient — institutions such as the family, the church, the school, the government, and the many organizations of the business world — form a person's *social environment*. The social environment may include elements made by man as a member of society, such as tools, clothing, buildings, and machinery. Domesticated plants and animals are also social factors. The main factor of the social environment, however, is the people that make up a community — their language and customs, and their attitude toward and interest in the various institutions and organizations of the community. Each new generation depends upon former generations of individuals for its *social inheritance*. Human traits, both mental and physical, are handed down from generation to generation, from grandparents to parents, from parents to children. Each new generation possesses all the traits of the past generations. Even more surprising is the fact that each succeeding generation builds upon its social inheritance a new social environment of its own. That in itself is a good reason for each growing generation to set up a code of living which will become a valuable inheritance to posterity.

Can school students do anything to better their social environment? We call the people who do not mingle socially, *antisocial*. Can anything be done, in the social life of your school, to help a pupil who shuns association with others?



What happened in the first two pictures? In the third? How does government function in the case of individuals who do not respect the rights of others?

General Welfare. Society has found it necessary to establish some system of coöperation among individuals. You can imagine what our world would soon be like if we should withdraw all laws, rules, and regulations, and set all individuals adrift with the command: "Every man for himself and never mind about the other fellow." Government is the chief agency by means of which groups of individuals control public behavior. It is not, however, for the purpose of managing its members that government exists. We have a long-honored theory in the United States that the individual must respect the rights of others if he wishes his own rights respected and protected. On the other hand, the individual may enjoy great freedom of action as long as he is mindful of the rights of others. Nor is the purpose of government only to live and let live. It is busied much of the

time promoting the general welfare of its individual members.

Conditions of living are changing so rapidly from day to day and year to year that there is a constant need of a changing policy of government. But, as has already been said, each new generation of individuals must work out that problem when the time comes. There used to be laws in our states forbidding the playing of games on Sunday. The majority of people came to be opposed to such rulings and now, as you know, those laws are being withdrawn.

Review. You will now want a summary of the important things that have been said about the individual. *You* are an individual. Every individual is a single unit in the great realm of people called humanity. The individual is a physical human being and a mental human being. His interests are varied. The average individual begins his career of living as a member of a home group. Afterwards he joins other and larger groups. He is affected, no matter in what community or where he lives, by two environments, the physical and the social. He is dependent upon his fellow men more today than ever before in history. He should develop a keen civic sense. He should be interested in education. He should appreciate the value of group organization and coöperation. He should be self-supporting. He should aim always to earn an honest income. He should be thrifty. He should be interested in keeping himself both mentally and physically healthy. He should recognize the will of the majority and respect the rights of others. He should never forget his own individual rights. He should be proud of his community and of his share in the management of that community. He should realize that since there are so many kinds of individuals, the problem of social control is a very difficult one. He should remember that group, or social, needs change from time to time, and because of this constant change, the individual

must constantly adjust himself to the new order of things. Finally, it is wise for us to remember that being members of society we should coöperate with our fellow citizens wherever and whenever possible. This is not always so easily done. The civic-minded citizen will be coöperative for the sake of the general welfare of the group as well as for his own sake. Below are some thoughts along this line written by a noted thinker, Lyman Abbott. How true do they seem to you?

“A nation is made great not by its fruitful acres, but by the men who cultivate them; not by its great forests, but by the men who use them; not by its mines, but by the men who work in them. America was a great land when Columbus discovered it. Americans have made it a great nation.”

ANSWER BRIEFLY

1. What is an individual?
2. What is meant by humanity?
3. Of what importance to the human being is the human mind?
4. Explain the difference between physical and social environment.
5. In what ways are human beings interdependent for the materials of their daily existence?
6. What is accomplished by group organization?
7. How may an individual become civic-minded?
8. Why is the average individual interested in earning a living?
9. What is thrift?
10. How are physical and mental health interdependent?
11. Explain the purpose of social control.
12. Name several types of individuals from the standpoint of health, of size, of mentality, of interests.
13. What is coöperation?
14. What is your idea of the proper attitude of the individual toward social control?

FOR YOUR NOTEBOOK-WORKBOOK

Set aside a definite section of your notebook for a Civics vocabulary. Aim to define each new term in your list in not more than one sentence. The important civics terms used in this chapter are the following:

individual	coöperation
interdependence	thrift
social	industrial
community	social control
antisocial	environment
adult	juvenile

Suggestion I.

1. Make a list of six wants common to individuals.
2. Make a list of eight ways in which you as an individual are dependent upon other individuals for your daily existence.
3. Write a composition comparing the independence of living among the early pioneers of this country with the interdependence of our modern community living.

Suggestion II.

1. Make a list of at least six ways in which you feel that your family is helping you to prepare for your future.
2. Make a list of ten characteristics which you believe the average individual should possess.
3. Make a list of "social inheritances" that affect your daily life, such as unlucky signs; numbers; things you should not eat; habits of dress; social customs; and others.

Suggestion III. Write, as completely as possible, an autobiography of yourself to date. Give the outstanding steps of progress in your career as well as an analysis of your personal characteristics. Remember, no one else knows you as well as you know yourself.

Suggestion IV. Below is the famous Athenian Oath. It was a pledge taken in ancient Athens when a man wished to become a full-fledged citizen of that democracy. Write in your notebook a similar oath which you believe could be given to those who wish to become citizens of our communities today. You may use as much of the Athenian Oath as you consider possible for your purpose.

Athenian Oath

"We will never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks.

"We will fight for the ideals and sacred things of the city, both alone and with many.

"We will revere and obey the city's laws and do our best to incite a like respect and reverence for those in authority, who are prone to annul or to set them at naught.

"We will strive unceasingly to quicken the public's sense of civic duty.

"Thus in all these ways we will transmit this city not only not less, but greater, better, and more beautiful than it was transmitted to us."

FOR YOUR BULLETIN BOARD

Let the members of the class make a collection of pictures, suitable for display on the bulletin board, of individuals who have met the qualifications for a high type of citizenship. Take some class time to discuss the public careers of the most outstanding of these individuals. Appoint a class committee to collect, arrange, and post these pictures.

FOR DISCUSSION

It has been claimed that the average individual learns more at home than he does by being a member of any other social group or groups. Does he?

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. There is a story told about a small boy who was seen walking along a road with his shoulders bent under the weight of a little child whom he was carrying. Some one said to him, "That's a pretty heavy load you're carrying, isn't it?" The boy looked up and answered, "No, sir! He's not heavy. He's my little brother."

What evidence do you find in the boy's answer that would warrant our calling him a social-minded little citizen?

Case II. Madame Curie, the great woman scientist of France, and the first person to discover radium, remarked, "Happiness is to find one's work and to be permitted to do it."

What is your idea of happiness? See if you can define it as briefly as has Madame Curie.

Case III. A Chinese philosopher tells the story that when he was a child, his family lived near a slaughter house. When his mother caught him one day watching with interested indifference the killing of animals, she moved her family to another house. This time they lived near a graveyard. When she saw him imitating burial rites in his play, she moved again. Finally they moved to the country. Their home was

surrounded by the beauties of nature. The mother then seemed perfectly satisfied with the interests of her children.

Was environment influencing the life of this child?

WRITTEN WORK

Suggestion I. Write a paper in which you explain the following: how education prepares an individual for his life work, makes him a better and more desirable citizen, increases his power of enjoyment, and helps him to recognize and take advantage of opportunities.

Suggestion II. Write a poem, or a play, or a composition, in which you bring out the difference in the interests of the American family today and the interests of the American family one hundred years ago.

Suggestion III. Write a short paper on this subject: "What I would do if I knew I had only one day to live."

READING FOR RECREATION

Have you read?

1. COOPER, J. F., *The Last of the Mohicans*.
2. HYDE, M. A., *Modern Biography*.
3. WELLS, H. G., *Outline of History*.
4. VAN LOON, H. W., *Geography: The Story of the World We Live In*.
5. DARROW, F. L., *Thinkers and Doers*.

These books are well worth your reading because they give very vivid word pictures of the individual and of the world of individuals.

A WORKING BIBLIOGRAPHY

For the Pupil

1. BROOME, E. C. AND ADAMS, E. W., *Conduct and Citizenship*.
2. FINNEY, R. L., *General Social Science*.
3. HILL, H. C., *Readings in Community Life*.
4. MUNRO, W. B., *Social Civics*.
5. MUNRO, W. B., *American Government Today*.

For the Teacher

1. MACIVER, R. M., *Society, Its Structure and Changes*.
2. FOLSOM, J. K., *Culture and Social Progress*.
3. LUMLEY, F. E. AND BODE, B. H., *Ourselves and the World*.
4. FOLSOM, J. K., *Culture and Social Progress*.
5. KELSEY, C., *The Physical Basis of Society*.
6. DOW, G. S., *Society and Its Problems*.
7. OSBORN, L. D. AND NEUMEYER, M. H., *The Community and Society*.

CHAPTER II

Group Living

The Chapter Message

1. *Individuals live in groups.*
2. *The first group membership the average individual experiences is that of belonging to the family group.*
3. *The success of family life depends partly upon family training.*
4. *A well-trained home citizen is likely to become a coöperative community citizen.*
5. *The family group is the basic, or foundation group, of the community.*
6. *The church group provides high and inspiring ideals for individual members.*
7. *The school group offers the individual opportunity for mental development.*
8. *The club group extends to its members organization for pleasure and profit.*
9. *The civic group serves the individual in the cause of general welfare.*
10. *Group living offers the individual opportunities to live in harmony with his fellow men.*

Individuals Live in Groups. Some individuals live in cities, or urban communities; some are country, or rural, dwellers. The number of members in a group may be few,

as in the family group, or a great many, as in the case of the nation. Whatever the size of a group, its members are bound together by common interests. Beyond the home group, individuals experience, generally, a widening succession of group interests — among them the school, the church, the neighborhood, industry, the state, the nation, art, literature, science, and music.

What was your first group interest? What group interests have you added since your first group interest? Which one of these interests do you consider most worth while to you? Why?



The Family Group. 1.

The Primitive Family. Can you easily imagine primitive man in the crude environment of his cave days? He had little family life in the modern sense of the term, no church, no school, no community responsibilities. His chief interest was to seek food, shelter, a little clothing, and protection for himself and his family. He attained these things usually without assistance from other individuals. As time progressed, man learned that he could provide the necessities of life for himself and family

What interests of the primitive family group are shown in the first picture? Of the modern family group in the second picture? What interests outside the family circle might the individuals in the modern family group have that the primitive family did not know about?

far more successfully and easily under group organization than if he tried to secure them by himself.

2. *The Modern Family.* A modern family group generally lives in a house, called the home. This is not always possible in the case of the city family where children often are reared in apartments, two- or three-family houses, flats, tenements, or hotels. Besides the father, mother, and children, frequently other relatives such as grandparents, an aunt, an uncle, or a cousin are also members of the household, in either city or country.

The success of family life depends partly upon family training. A well-organized family divides the care of the home among its members. Each member, old and young, has his definite duties and responsibilities. Worthy home membership includes a spirit of helpfulness, coöperation, courtesy, honesty, patience, cleanliness, orderliness, obedience, respect for the rights of others, sympathy, and self-reliance. Membership in a family group implies privileges and obligations to be shared by its members. Home regulations are to be understood and respected. The individual cannot live happily in his home if he cares only about his personal wishes and desires.

A well-trained home citizen is likely to become a desirable community citizen. Out from the threshold of the home you step into the arena of the world. The school group is generally the next group you join unless you have already become a member of a church group. Both these groups welcome you gladly.

Make a list of the benefits you receive from being a family group member. Name some lessons in coöperation that are learned in the home. Quote the lines of the song "Home, Sweet Home." What is their message?

The Church Group. 1. *The Ideals of the Church.* Church groups center around certain creeds or beliefs. By means of mutual religious understandings, members of church groups

are able to set up ideals of thought and conduct for the individual. These ideals are intended to raise the standards of living, generally. Because of an individual's membership in the church, he is made to feel that his actions on earth do count, even though he is massed with multitudes of individuals.

2. *Aims of the Church.* Among the activities of the church are those that have to do with education, charity, recreation, and community improvement. Many of our schools and colleges are *denominational* or church schools. Nearly all churches are engaged in charity. Often they do more than give aid and comfort to their own members. Church groups frequently extend their efforts to foreign lands for the betterment of mankind. Modern churches, especially urban churches, give considerable attention to the *parish house*, in which the recrea-

tional activities of the church are conducted. Some parish houses provide a gymnasium, a swimming pool, a library, and an auditorium for plays and lectures. By such means the church hopes to keep its young people happily occupied, instead of attending public amusement places of a harmful nature. Many churches organize Girl Scout and Boy Scout

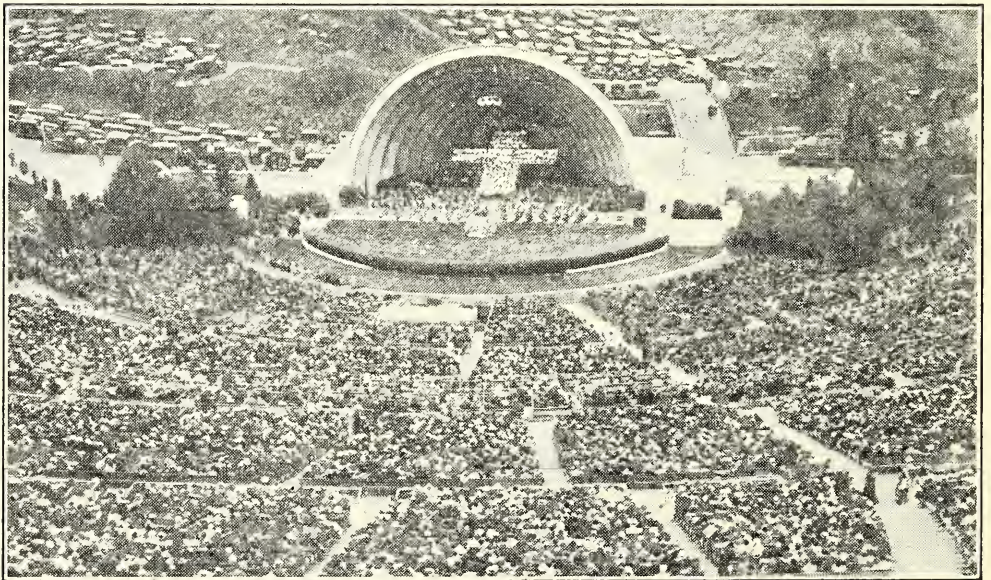


Church groups organize many interests for their members. What are the interests shown in the first picture? In the second?

troops, summer camps, and various clubs. Likewise, church groups are interested in community improvement. By constantly encouraging right living, they exercise great moral and social force in the communities in which they are located. During time of local distress, such as unemployment and disaster, the church groups take an especially active part in community welfare.

How many church groups have you in your community? What variety of interests has the church group to which you belong? Can you imagine a churchless community? What conditions might exist in it that could be bettered by the presence of churches?

The Educational Group. The educational group, or the school, is a very large one. It receives individuals at the early kindergarten age of four or five and keeps its doors open even to mature adults. As a matter of fact an individual is never through learning. There are always more things to learn about than any individual has time to acquire in one lifetime. Occasionally an individual can be



International News Photo, Inc.

This out-of-doors Easter celebration takes place annually in one of our western cities. How does it represent religious group activity?



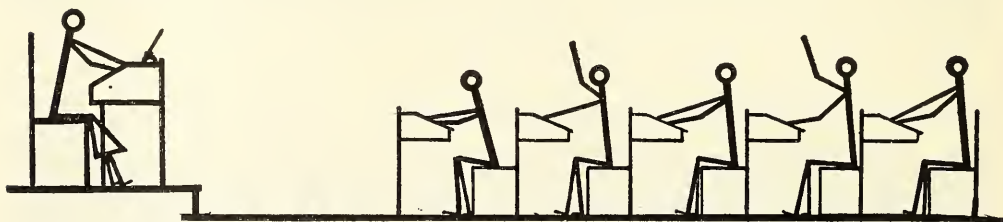
What reason do you have for thinking that this school is located in a high-grade community?

pointed out who is self-educated, that is, by self-study he has become well-informed and his mind is highly trained, without joining the educational groups in which most individuals are educated. But the majority find it to their advantage to become members of the organized school groups. So many are the members of school groups that educational problems have become more difficult and complex in recent years.

Education in a democratic country like ours helps to prepare young people for the responsibilities and problems of adult citizenship. This is important because it provides each generation with a knowledge of the experiences of the past to act as a guide for the future. In other words, we do not have to learn all things by means of our own personal experiences. We can profit a great deal by studying the experiences of others.

Education does more than this for us. It teaches us to control our instincts. It explains to us the value of good health and how to attain it. It suggests to us ways to improve the use of leisure time. It prepares us for the future by providing actual practice in organization within the school. It offers to us a wide foundation for the choosing of a vocation. It helps us to develop the best elements in our character. It trains us in the giving of our individual efforts and services for the common good of those with whom we are associated. It molds us for leadership and fellowship. The school group exerts one of the most important influences in present-day life.

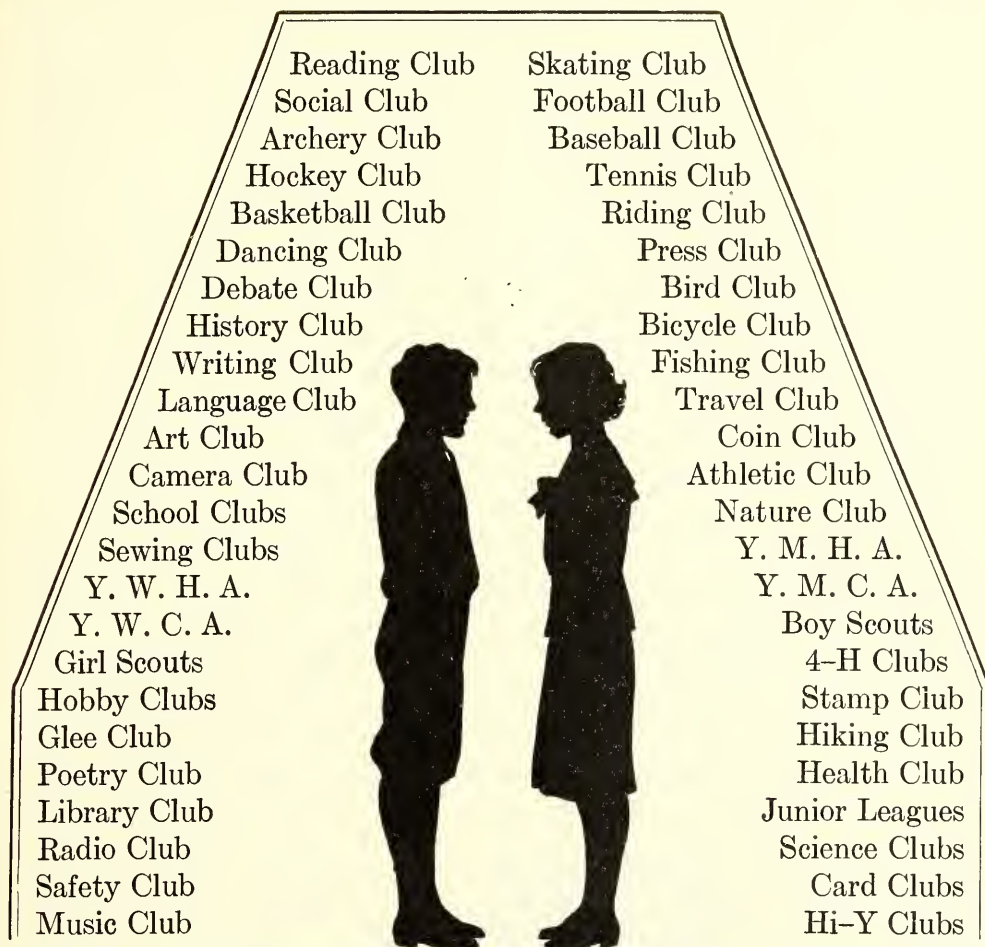
Name the various types of schools in your community. Which are public? Which are private? Are any of those you have named church schools? Why is it more difficult to become self-educated than it is to acquire an education by joining a school group?



The Club Group. Almost every individual at one time or another during his life becomes a member of a club. If he has been a worthy home member, a conscientious church member, and a commendable school citizen, he can contribute to his club membership a record of coöperation of which he can be justly proud.

Clubs are groups of people bound together by common interests. These groups are of a wide variety. To consider a few will give you an idea of the interests that are common among people, and perhaps will invite a class discussion of the many club groups of which no mention has been made.

SOME CLUB GROUPS



Clubs are groups of people bound together by common interests. How many of the club interests listed above appeal to you?

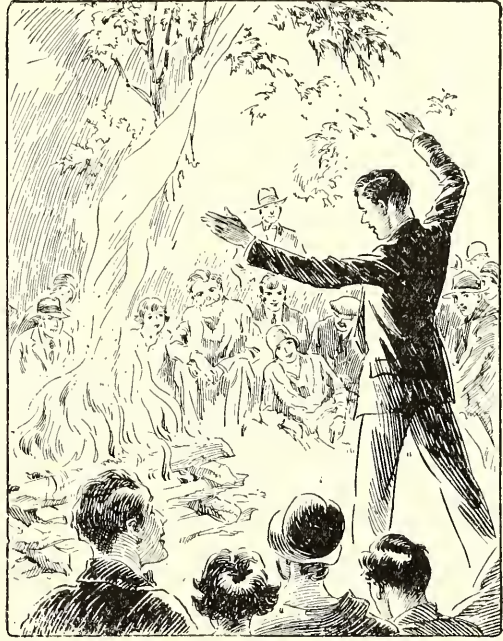
The value of club membership to the individual can be described in terms of pleasure and profit. Most clubs are a source of pleasure to the members because they provide opportunities to join with others in the exercise of certain abilities. A music club is a good illustration. If you are a member of one, or have ever attended a meeting of one, you know that music is the common interest and topic of conversation among the members. Clubs may also be sources of profit to the individual. By means of organization, a process which is essential to all well-run clubs, the

members learn orderly procedure, the value of coöperation, the importance of leadership, and much about the particular interest, such as art literature, or politics, or whatever purpose for which the club was created. Many clubs have no other purpose than to provide the members with opportunities to mingle socially. Though such clubs are not of a serious type, they have their place in community life. It is important for individuals to be permitted to gather in groups for social recreation. A group of boys in a certain city have formed a club for purely social purposes. The home conditions of these boys are such that they cannot enjoy any social life at home. The club meets in a room over a store. Its membership is limited to thirty. It is self-governed and self-supporting. Its members are poor boys who are glad for the refuge of their club after working hours. Sometimes a member has to be expelled. The rules of this juvenile club are admirable. No swearing. No drinking. No vulgar conversations. Absolute obedience to the club rules. Respect for the leaders. No gambling. The door of this club is open from ten A.M. to ten P.M. The boys are making an effort, you see, toward right living. One important regulation they keep is, that adult visitors are welcome at any time. It is said that a priest, a policeman, and several teachers often drop into this club room as friends of the group. Do you think these boys are deriving any benefit from their club? Why?

Count the variety of club memberships represented in your class. Are there too many or too few? Is your school providing opportunities for club membership?

The Civic Group. The civic group is the organized community. Like the other groups that have been mentioned, the community group exists to serve its members, and it is very dependent upon the services of its individual members for its well-being and success.

1. *Community Services.* Among the services that a community aims to provide for its inhabitants are government, protection of health, protection of life, protection of property, education, means of recreation, regulation of communication and transportation, beauty of surroundings, care for the needy, and high standards of living. We can hardly ask more of a community. Whereas these are the basic purposes of a good community, there is a multitude of problems every community, however small or large, must face and, if possible, solve.

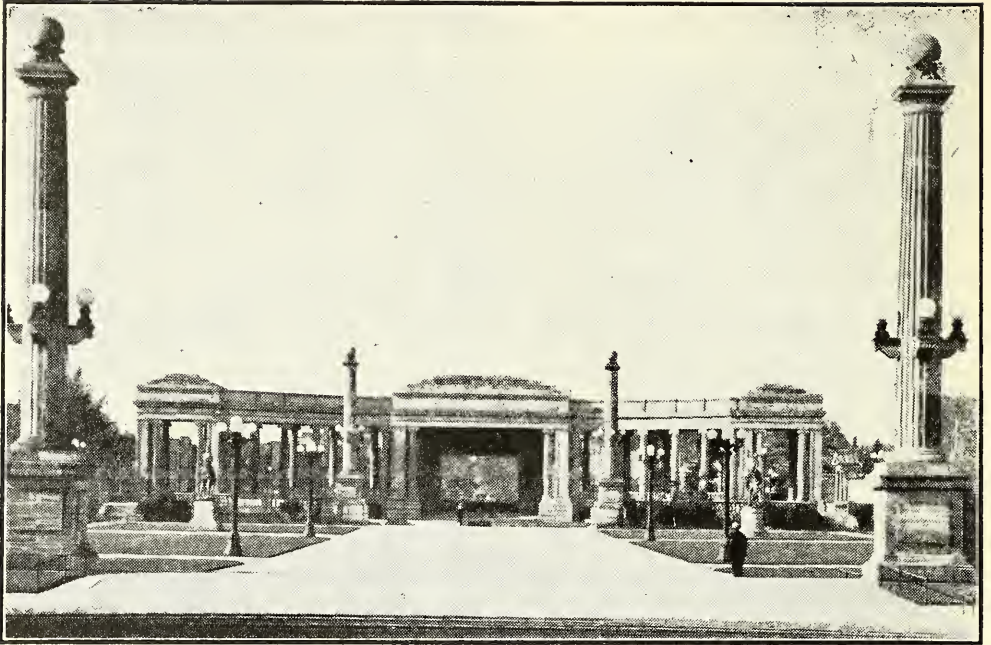


A "community sing" is a means of very popular recreation. Why does it require a leader? Why do people like to sing out in the open like this?

2. *Community History.* What are the facts you, as a member of your local community, should know about it? You should have some knowledge of its past history. You should know who were its first settlers, its pioneers. You should know why it was selected as a possible community site. You should know of its great achievements and its outstanding citizens past and present. Nor should



The urban community is often treated to band concerts in the park. These musical entertainments are generally well attended. Band music seems at its best advantage out of doors. Do you know why?



By Ewing Galloway, N. Y.

Greek Theater, Civic Center, Denver, Colorado.

you avoid knowing its failures and disappointments. You should know about its interesting customs and historical landmarks. You should have some knowledge of its growth in population. You should know what are its industries and its contributions to the progress of the people living within its boundaries. You should know its form of government and its laws. You should keep well informed regarding the ability and intention of the officials to make the laws effective. It is not going too far to say that you should make yourself as familiar with the highways and byways of your home town as you are with the nooks and corners of your home. Your community during your adult citizenship becomes your home in a political sense.

In what manner is your health also a matter of community concern? If your community is badly governed, to what extent are you affected? Suppose you lived in a community having no schools and no churches. Could such a situation be remedied by an individual, or would groups of individuals have to take action? Why?

3. *The Ideal Community.* There are several important factors that help to make a community a success. Since a community is a group of people living together in a given locality, bound together by common interests and common laws, the ideal community will be made up of ideal community citizens. These citizens will be interested as much in general or community welfare as in their own progress as individuals. The community as a whole will make an effort to be a model of community life so attractive that people outside the neighborhood will want to live there. It will provide good schools and excellent business opportunities. It will have satisfied citizens who prefer to live in no other place. Upon such local communities depends the success of the whole country.

Write a letter to the President of the United States describing for him the essential facts about your community. Give a brief survey of the historic past of the community, pointing out its environment, traditions, customs, great leaders, and so on. Then picture the community as you see it today, telling about its progress, its faults, and its ideals. This letter is to be written as a class assignment. *It must not be mailed.* Do you know why?

Other Groups. There are to be observed within the communities throughout the United States numerous other groups of individuals besides those mentioned in this chapter. Industrial groups are varied and numerous. The common interest that binds the members of these groups is work and industrial problems concerning the business of producing goods. There are political groups. The organization and operation of government interest such groups. There are Banking groups, Merchant groups, Transportation groups, Public Utilities groups, Insurance groups, and hundreds of others. The more you notice them, the more impressed you are with the tendency of the individual to attach himself to groups that represent his own personal interests.

Review. Modern individuals congregate in groups. The formation of a group is not usually a haphazard act on the part of the members but the result of a deliberate desire felt by individuals to be bound together for a common purpose. Group interests are varied. Most of us experience membership in the family group. It is natural for the individual to become a member of the church group. The members of our school groups include a vast number of individuals from year to year. Club membership appeals to the average individual because of the nature of the opportunities provided by such groups. Some clubs exist for pleasure ; some, for a more serious purpose. The civic group is the community group.

Whatever the size of the groups organized by individuals, each has its distinct purpose and benefits. The modern individual grows up from childhood in the midst of groups. These groups are a strong influence in the lives of individuals who join them. One thing is apparent. We must learn to live wisely with our fellow men. If their preference is group organization rather than individual enterprise, then it is our opportunity to select and join the groups that have interests in harmony with our own. Group membership and group coöperation are individual matters to be decided by each individual. Society is a term generally used to describe our group living as a whole. If you shy away from it, you are denying yourself the opportunity to progress with your fellow men. A common purpose championed by groups of individuals is one of the most inspiring goals offered us in modern living.

Make a list of the various groups to which you would like to belong as you advance in years. Make a list of the various group interests organized in your community. How do group interests change as the individual advances in years? What group interests do individuals retain from childhood to old age?

ANSWER BRIEFLY

1. What is meant by group living?
2. Why do modern individuals prefer group living to individual existence?
3. Mention some factors upon which the success of the family group depends.
4. Of what value is the individual to the family group?
5. Of what value is the church group to the individual?
6. Of what value is the church group to the community?
7. What makes the school group so large?
8. Of what value is the educational group to the individual?
9. What is a club group? Of what value to the individual is such a group?
10. What is a civic group? What services to the individual are performed by the civic group?
11. Name five other groups to be found in our modern communities.
12. Of what importance is it to the individual to make himself a member of the groups in his community?
13. In what respect are family, church, school, and community groups very similar?
14. What is meant by the term "society"?

FOR YOUR NOTEBOOK-WORKBOOK

Add the following words to the word vocabulary in your notebook, described in the previous chapter. Define each word in not more than one sentence.

urban community	denominational
rural community	society
neighborhood	recreation
organization	primitive
educational	house
responsibility	home
creed	code
club	group

Suggestion I.

1. Make a list of all the groups you can think of to which modern individuals belong.
2. Write a code of rules for the regulation of a club under which the members will be happy and coöperative.

3. Draw a large circle on a page of your notebook. Call this the *family circle*. Write in it the names of all the members of your family who are now living.

Suggestion II. Make a table in your notebook as here outlined. See how completely you can fill in the four columns.

THE HOME

BENEFITS OF THE HOME	DANGERS TO THE HOME	THE OLD TYPE OF HOME	THE MODERN HOME
1. 2.	1. 2.	1. 2.	1. 2.

Suggestion III. Write a composition describing what the various members of your home are accustomed to do on holidays, on Sundays, in the evenings, and during vacations.

FOR YOUR BULLETIN BOARD

Canvass the class for illustrations, clipped from magazines and newspapers, of types of homes that are considered ideal to those submitting them. Have an open class discussion on what is the ideal type of home.

Arrange for display of as many types of schools as you can gather and post. This exhibition would provide for an interesting, open, class discussion.

Post an exhibition of various types of communities, shown in pictures. Have the class discuss these.

Call for maps demonstrating in relief, or with linear designs and illustrations, the main features of the community in which the class lives. Much enthusiasm can be aroused among map makers over a local map. Several types of maps could be offered, some featuring the community schools and their locations, others the churches, others points and places of historical interest.

A class family album — pictures of the members of the class in former, or babyhood years — makes an interesting bulletin board display for this chapter.

FOR DISCUSSION

Every family should own its own home.

It is better to live in the country than in the city.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. A certain mother of four children believed that her household happiness could not be complete until all her children had been given a chance to learn to play some musical instrument. So she purchased, at great financial sacrifice, a piano. John was the first to be given piano lessons, because he was the oldest. He simply would not practice. In despair the mother gave Mary, the second oldest, a chance to take piano lessons and bought a violin for John. But it turned out that both John and Mary disliked the task of practicing any kind of music lessons. Then came Henry. He disliked practicing as much as did his older brother and sister. Helen was the youngest. Her mother fearing she, too, might be like the others, bought a radio, hoping it would inspire the little girl with a desire to play some musical instrument. This did not happen, however, and all four children grew up without learning to play any musical instrument. John, Mary, and Henry never forgot, however, the many distasteful hours they spent in struggling over their piano and violin lessons.

Did the mother act wisely in each case? Does the radio create a desire to learn to play musical instruments, or to sing?

Case II. There were six hundred pupils in the Crawford High School. These were divided into four classes: the Freshman, Sophomore, Junior, and Senior. Each of these four classes had an assigned number of *home rooms* in charge of a teacher. Each home room had a civic organization of its own.

Which was more important, that the individual HOME ROOMS were well organized and operated, or that the school as a whole was made the chief interest of the individual pupil and teacher? Could home-room interests and school-wide interests be developed at the same time?

Case III. Jane Smith's father was arrested for an alleged offense. He was tried and found not guilty of the charge made against him. Jane's mother sent her to school and to church as regularly during and after the trial as before. But Jane's playmates felt differently toward her when they found out about her father's difficulty, and left her pretty much alone. This hurt Jane dreadfully. She didn't mention the matter at home because she knew it would only hurt her mother's feelings, and she knew her mother was having enough trouble as it was. So she suffered in silence and lived a very lonely life, left out of her school group of playmates.

Were Jane's playmates justified in the way they treated her? Give reasons for your opinion.

Case IV. James was an only child of rather indulgent parents. A bad habit of having his own way followed him from the home group into the school group. This made him very unpopular with his classmates. One day he came to school with a brand-new baseball. The boys in the school yard gathered around him and began clamoring for a game. James refused to let them use his ball unless he could be pitcher. The other boys objected. An argument followed in the midst of which the boys, becoming impatient with James's stubbornness, grabbed the ball from him and played with it, but without him. James ran home and told his parents. His father came to the school in his behalf and demanded of the Principal that not only should his son's ball be returned to him, but that the other boys should be punished.

What should the Principal have done? Was James's father right? Have you any comment to make about James?

Case V. One man writes this account of his boyhood days: "I can think back to a time when my mother used to sing at her work. She used to cook, sew, scrub, wash, weed the garden; and, when she washed the dishes, I can remember she would prop a book up against the sink and let a table-fork hold the pages open. As she worked, she read. She would knit us stockings and mittens. This she would do after supper while some one read aloud to her. While she was doing her ironing, she would sing. I can see her now test the heat of that iron with a moistened finger."

Was this mother modern or does she belong to a bygone day and age? What comments can you make about her nature as described in the words of her son?

WRITTEN WORK

Suggestion I. Write a code for each of the following. State five rules in each code you draw up.

1. Good Manners.
2. Good Sportsmanship.
3. Good School Citizenship.
4. Good Church Membership.
5. Good Club Membership.
6. Good Community Citizenship.

Suggestion II. Make a list of all the signs of community spirit and community progress you can discover in the community which you call your "home town." State reasons why you are proud of your community, or ashamed of it.

READING FOR RECREATION

1. EASTMAN, C. A., *From Deep Woods to Civilization.*
2. GATES, E., *Biography of a Prairie Girl.*
3. JOHNSON, H. W., *Famous Scouts.*
4. KRAPP, G. P., *America, the Great Adventure.*
5. KRUMMER, F. A., *First Days of Man.*
6. VAN LOON, H. W., *The Story of Mankind.*
7. WHITTIER, J. G., *Snowbound.*

The theme of these books deals with the individual and group living.

A WORKING BIBLIOGRAPHY

For the Pupil

1. BROOME, E. C. AND ADAMS, E. W., *Conduct and Citizenship.*
2. BLISS, W. B., *Your School and You.*
3. HILL, H. C., *Readings in Community Life.*
4. HUNTER, G. W. AND WHITMAN, W. G., *Civic Science in the Home and Community.*
5. ROSS, E. A., *The Social Trend.*
6. SMITH, J. F., *Our Neighborhood.*

For the Teacher

1. COOLEY, C. H., *Human Nature and the Social Order.*
2. ELLWOOD, C. A., *Social Problems: A Sociology.*
3. HENDERSON, J. L., *The Social Spirit in America.*
4. OSBORN, L. D. AND NEUMEYER, M. H., *The Community and Society.*
5. SMITH, W. R., *Introduction to Educational Sociology.*

CHAPTER III

Local Communities

The Chapter Message

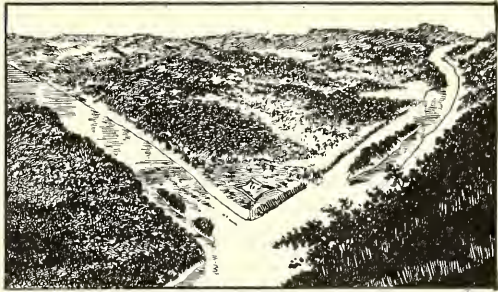
1. *A community is affected by its location.*
2. *There are various types of communities.*
3. *Communities, large and small, have advantages and disadvantages.*
4. *Communities, like individuals, may develop traits of character.*
5. *The ideal community has certain outstanding traits of character.*

The Location of a Community. The geography of a community has much to do with its development. The junction of rivers frequently has given rise to a community because of its advantages as a center for trade. A rich, fertile valley has an attraction for farm-minded settlers. Towns have sprung up overnight, as it were, where business advantages have been discovered. Shore resorts and fishing communities have developed where water frontage proved pleasing and profitable.

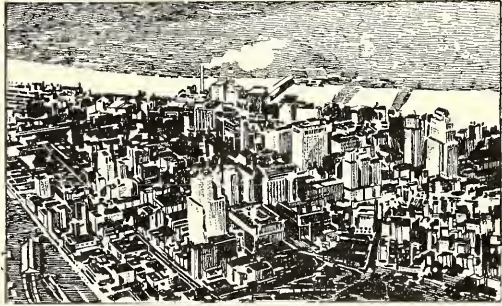
What was there about your community that attracted the early settlers? What purposes did they have when they settled this particular region? Were their hopes realized? What changes have been made in the region for the greater convenience of the inhabitants as the community grew? What *natural* advantages does your community have? Has it any disadvantages? Is your community of the agricultural, mining, commercial, industrial, or residential type?

Aids to Community Growth. Every community has certain natural features which have proved to be a help or a hindrance to its growth. If a navigable river connects two communities, they have what we term a *natural* means of transportation, and a thriving trade is likely to grow up between them. If a community has no advantageous waterway, the people must provide some *artificial* means of transportation. It may even be necessary in some instances for them to bridge a river. If, however, a group of people desire to form a residential community near a large city, they will be anxious to preserve and not to commercialize the natural geography of the place, such as its trees, wild flowers and plants, and its means of recreation. Yet they will want some quick means of transportation to and from the city near by. Thus it is that communities can develop individual and very interesting characteristics.

A prominent writer has said that American settlements seem to him like people—one is noisy and restless, another



This picture shows the undeveloped site on which Pittsburgh now stands. Note the water facilities important for manufacturing and transportation purposes.



This represents Pittsburgh as one of our leading commercial and manufacturing centers.



This picture is that of a small inland town whose settlement began about the same time as that of Pittsburgh. What conditions, do you suppose, have prevented this town from developing into an important city such as Pittsburgh?

quiet and contented, a third beautiful and quaint, a fourth dirty and disgusting, and so on.

What is the difference between a city and a suburb? Between a town and a village? Secure a *relief* map of the locality of your community.*

The Rural Community. People who live in this type of settlement usually are said to "live in the country." We shall weigh the disadvantages and the advantages of rural living.

1. *Disadvantages.* Distance is one disadvantage of living in the country. To be sur-



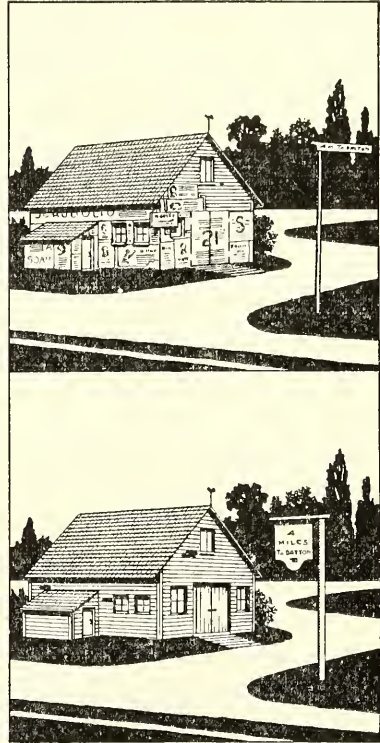
Rural children can enjoy beautiful scenery in its natural state. Many urban children are privileged to enjoy beautiful scenery only as the artist portrays it.

rounded by wide-open spaces means, of course, to be isolated. It is true that modern improvements, such as good roads, the automobile, the telephone, and the radio, have done much to shorten rural distances. But there are to be found many rural dwellers living quite apart from the rest of the world. Another disadvantage is that not only the dwellings may be far apart, but the people may be so few in number that they cannot share, as in populous communities, the conveniences of group coöperation, such as churches, schools, libraries, places of amusement, and hospitals. Also, the social life of such

* Relief maps may be obtained from the United States Department of the Interior.

people is a difficult problem. The young people especially are in need of the opportunities of group recreation provided so plentifully in more populous areas. It is no wonder that the farm youth yearns for city life.

2. *Advantages.* Country living has also distinct advantages. Many a city boy and girl would be better off out in the open, notwithstanding its isolation and dearth of social life. Children like to play out of doors. The country provides ample room where children may play with safety without being constantly warned of the many dangers met with in the city. Country life generally means fresh air, plenty of sunshine, good food and quiet, things for which city dwellers flee their communities during vacations. Country folk are usually more neighborly than are the people of large communities; that is, when they have time to cover the distances separating the farms or ranch houses. Social gatherings in the country are very much less formal and very much more dependent upon the participation of the individual than they are in the city. The beauty of the country is directly a source of joy, while a city person learns about birds and animals in books, hears the music of the babbling brook as interpreted by the violin or over the radio, and sees a sunset on a magazine cover or in an art gallery. Since the inventions that were developed during the nineteenth and twentieth centuries, living has been made very much more convenient and



Sign-covered buildings along the public highway are very unsightly. Is the owner justified in offending public good taste? Should there be laws prohibiting this practice?

pleasant for people who live in the mountains or on the farm.

Mention the improvements and inventions that have been of great aid to rural dwellers (1) in communication, (2) in transportation, (3) in field work, (4) in the care of cattle, and (5) in their homes. Mention five or more advantages of rural life not afforded by the city.

The Urban Community. City or urban communities frequently differ greatly from rural communities. City buildings, the nature of the work performed there, the pastimes and pleasures, the industrial interests, and perhaps the manner of dress make it easy to distinguish urban from rural settlements. The highly organized urban communities represent a mode of living that, as is the case in rural districts, has its advantages and disadvantages.

1. Advantages of Urban Life. Church groups, school groups, club groups, industrial groups, political groups, and many other groups of individuals are better organized in urban communities. The city church usually has a wealthier membership than has the country church and, therefore, supports more spacious and elaborate buildings for worship, recreation, and social activities. City-school groups, likewise, are large enough usually to afford the members better opportunities than those of the rural type. With money collected to run such institutions and with trained workers to carry out their programs, city schools and churches generally are able to offer their members advantages beyond the possibility of rural resources. The same is true of numerous other group enterprises in the city, such as health promotion, transportation, recreation, art, music, industry, and opportunities for self-improvement such as libraries, museums, public lectures, and social contacts.

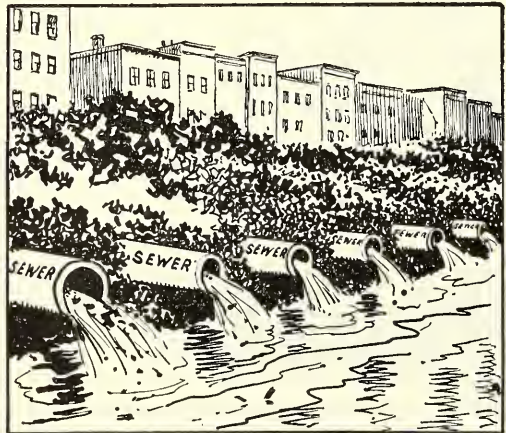
2. Disadvantages of Urban Life. Sometimes cities, especially certain sections of large cities or even of small cities, are unsightly evidences of human failure in group coöpera-

tion. A crowded community now is found where once were green fields and a silver-like stream. The fields are gone. The pasture paths have become streets badly paved and strewn with papers and litter of all descriptions. Dirty piles of rubbish clutter alleys fringed by houses called shacks. The river is bordered by factories emitting evil smelling fumes and menacing clouds of smoke. Into the river seep chemical wastes which render the water unfit for bathing, drinking, boating, or fishing. Such is the change made in many a community which grew from farm district to city. Beauty is sacrificed to convenience.

Coöperation can fail among citizen groups in other ways. Selfish individuals manage to get control of the government and abuse the privileges of leadership. Cities may make no provision for overcrowded conditions and for beautifying unsightly neighborhoods. Programs for improvement of schools, of markets, of transportation, and of recreation sometimes fail because a small group of persons in control of the government allow individual advantage to come before the general welfare of the community. Then, too,

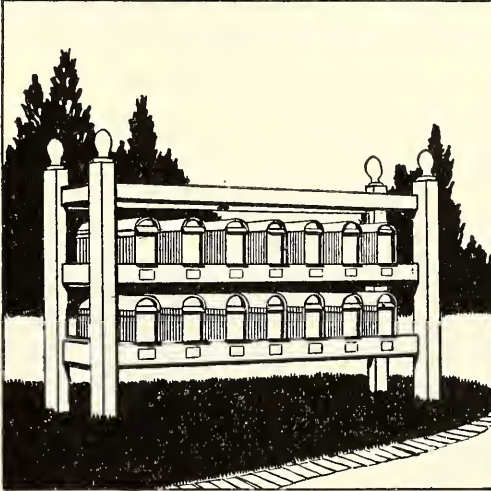
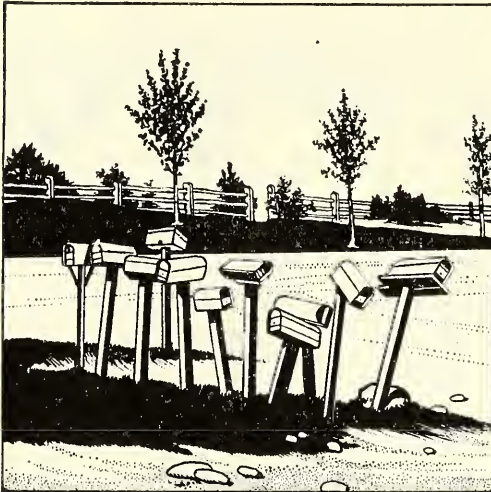


Individuals through bad taste and indolence make urban life disagreeable for their neighbors.



City authorities sometimes disregard the health and welfare of the citizens. Such conditions create resentment against city life.

there are those citizens whose social life is one of unfortunate antagonism and bickering. No get-together efforts



Which method of constructing mail boxes shows the greater community pride? Does one method indicate greater coöperation among the citizens than does the other method?

community? What is good for one group of individuals is not necessarily wise for another. As you probably have discovered, it is easier to set up an ideal than to live up to it. Community living requires that individual virtues be merged

appeal to them. These unwholesome conditions of urban life are enough to show you that it is important for the individual to be watchful of those who are leaders of the various urban groups, and when things go wrong to exercise his rights of protest. In country life the absence of congested areas make rural existence comparatively more simple than that of the city community.

To give you some idea of the distribution of city and country dwellers throughout the United States, make a graph that shows by decades, from 1790 to 1930, the proportion of the population of the United States living in urban communities.*

The Ideal Community.

What is the ideal com-

* Information for this graph can be secured by sending to the U. S. Census Bureau for their bulletin.

with group virtues. Group courage is needed as well as individual strength of character. The life of the individual citizen is reflected in group enterprise. A certain community has a slogan: "This is a community in which it is difficult to be bad and easy to be good." You may be an honest citizen. You may have an appreciative eye for the civic beauty as well as for the civic usefulness of nature. You may feel respect for the laws and customs of your community. You may be willing to devote your efforts toward helping your fellow citizens to work out a means for community improvement. You may exercise your voting power with all the intelligence you possess. And yet you may feel that your community does not nearly approach the ideal it could attain. If you are doing your best in all these respects, you can do no more. Let us see if you are measuring your community according to high standards.

The following ten requirements for the ideal community have been prepared by the Michigan Congress of Parents and Teachers:

1. The Ideal Community possesses a marked degree of civic unity and community pride.

Do the citizens of your community point out its civic advantages with pride? Are there any serious community altercations? Do its clubs promote worthy undertakings? Do citizens of neighboring communities compliment your community's progress?

2. The Ideal Community affords reasonably good opportunities for honest and industrious citizens to maintain a creditable standard of living for themselves and families.

Do the citizens of your community own their homes? Are the taxes sufficient to maintain good schools, churches, stores, markets, and means of recreation? Are there educational opportunities for the adults as well as for the young people?

3. The Ideal Community provides adequate facilities for the wholesome physical and social recreation of citizens, young and old.

Do the schools of your community have well-equipped playgrounds and play schedules? Is there supervised play during the summer months? Are programs of interesting activities provided by the schools, the churches, and the community? Are the schools used as community centers for social and civic activity?

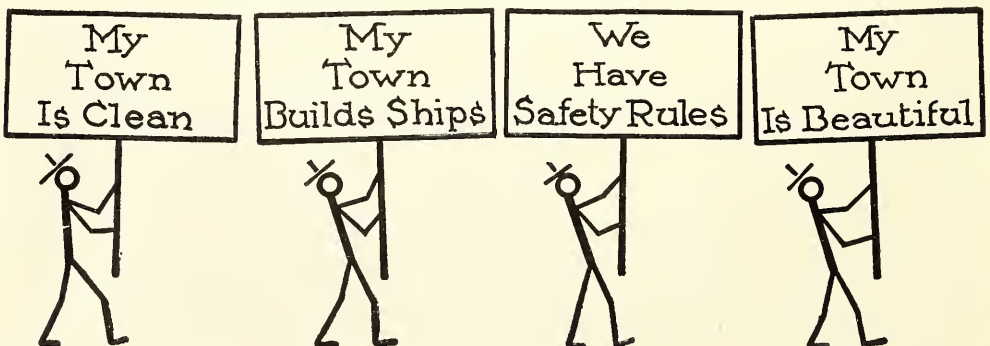
4. The Ideal Community emphasizes the importance and value of the refining influence of good music, lectures, entertainment, and books.

Does your community maintain a good public library? If not, what provision is made for the public distribution of books? Is the circulation of questionable books and magazines contrary to your community standards? Are plays, lectures, and concerts given frequently by local or outside talent? Does the public taste demand that good films be shown in the local theaters?

5. The Ideal Community emphasizes health and the well-being of children.

What attention do the schools of your community give to child health? Do the parents coöperate by following the direction of health workers? Does the community maintain high standards in matters of water supply, milk inspection, sewage and garbage disposal?

6. The Ideal Community is liberal in its financial and moral support of the schools.



Are the school buildings of your community modern and well-equipped? Is serving on the board of education regarded as an honor by your citizens? Does your community respond generously to requests for its support of enterprises of an educational nature? Do the parents of your community cooperate with the teachers in the educating of children?

7. The Ideal Community has a high standard of efficiency in the schools.

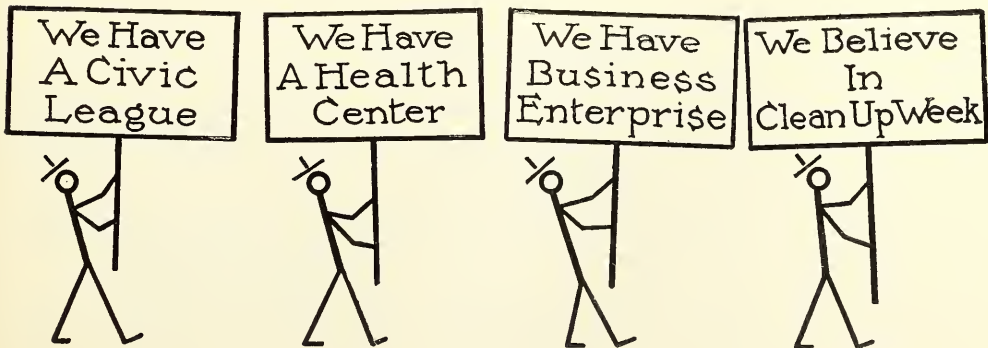
Do a large percentage of the boys and girls of your community graduate from high school? Do the graduates of your schools seek higher educational opportunities? Do they succeed in their undertakings in other fields of endeavor?

8. The Ideal Community maintains churches that are active in matters of religious education.

Are the churches of your community active in fostering high standards of living? Do they promote religious education for the children? Do they openly cooperate with each other in religious work?

9. The Ideal Community possesses the services of influential men and women who have a keen sense of public responsibility in the management of the government of the community.

Can you cite instances of community progress due to the excellent leadership of influential citizens? Do leading citizens cooperate in promoting worthy community enterprises? Are you proud of your community achievements?



10. The Ideal Community has club and community organizations which promote civic, cultural, and moral issues in the community.

Is there a Civic League in your community? Is there a Parent-Teachers' Association? What other organizations of this nature has your community?

Review. Geographic location can be either an important community asset or a detriment. Communities may have natural advantages or may have to develop them by artificial means. Whatever may be the size of the community in which you live, it is important that you extend your individual services toward making the community as ideal as possible. As a juvenile citizen, you can familiarize yourself with important facts about your community now, so that later on this information will serve you as a working basis for your adult community citizenship. You can train yourself for the mature years of citizenry by taking part in the organization and operation of the various groups to which you now belong. You can respect your community laws and customs. Above all, you can acquire the habit of thinking, of organizing, of leading, of following, and of making every day of your youth rich in the experience of gathering fundamental civic experiences for the future. One of the joys of local self-government is the feeling of satisfaction that arises when the members of a community get successful results from their group efforts.

ANSWER BRIEFLY

1. Of what importance is geographic environment to the community?
2. Mention some suburban community with which you are familiar.
An urban community. A rural community.
3. What is the difference between an urban and a rural community?
4. Name some advantages of rural living. Some disadvantages.
5. Name some advantages of city living. Some disadvantages.
6. Name ten elements of an ideal community.

7. What is the difference between a passive community attitude and an active community attitude?

8. Why is group service so important a factor in community membership?

FOR YOUR NOTEBOOK-WORKBOOK

Add these words to the Civics vocabulary you already have begun, in accordance with the instructions in the preceding chapters.

city	citizens
town	relief map
suburb	transportation
geographical	census
settlers	incorporated
inhabitants	civic virtues

Suggestion I.

1. Make a list of conditions that might attract settlers to a pioneer settlement in an undeveloped community.

2. Make a list of conditions that might attract newcomers to a community already developed.

3. Describe a rural community. An urban community. If possible, name a community to illustrate each of the two types you describe.

4. Make a list of eight problems almost every community has to meet and solve.

Suggestion II. Insert answers in the following form.

	ADVANTAGE	DISADVANTAGE
1. Life in the Country . .		
2. Life in the Small Village		
3. Life in the Large City .		

Suggestion III. Make a list of important inventions of the past fifty years which have

- a. made labor easier for farmers and farmers' wives.
- b. enabled the farmer to raise his standard of living.
- c. reduced the loneliness of farm life.
- d. endangered city life.
- e. made life easier for city dwellers.
- f. enabled the city dweller to make better use of his leisure.

Suggestion IV. Draw a table in your notebook, on the plan suggested below, and fill it in with facts about your community.

MY COMMUNITY

NAME	REASON FOR NAME	WHEN SETTLED	WHY SETTLED	POPULATION

Suggestion V. Make a rating of your community, using the ten requirements of an ideal community cited in this chapter. Try scoring another community besides your own. The following score card can be used as the basis of this problem.

COMMUNITY SCORE CARD	POINTS
Very Superior in All Points	10
Highly Successful	8
Some Need of Improvement	6
Much Need of Improvement	4
Very Seriously Lacking in Points	2
Complete Failure	0

Be prepared to explain how your community lost or won points in the rating you give it.

FOR YOUR BULLETIN BOARD

Conduct a poster contest for posters advertising the features of your community which are held to be its greatest attractions.

Display on your bulletin board a series of photographs of your community taken by class members and showing the best and worst spots in your neighborhood. Do not use picture post cards for this purpose if you can possibly avoid doing so. The photographs can later be returned to their owners.

FOR DISCUSSION

To be an ideal community citizen you must be educated.

An ideal community has a constant growth of population.

Every community needs a few very wealthy citizens to support its activities.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. After an absence of twenty years, a man chanced to visit his old home town. To his astonishment he hardly could discover that the town had made any advancement since he had left it twenty years before.

*Would this man have reason to feel proud of his native village?
Why?*

Case II. One community boasts of its beauty in scenery, another of its social and educational advantages, a third of its commercial and industrial advantages, and a fourth of its fine homes.

If a family is seeking a new place for settlement, which of these four types of community advantages ought to be considered? Why?

Case III. Mary and Jane were school friends. When Mary planned their leisure time, she would invariably say, "Let's take a walk." When Jane made a suggestion, she would say, "Let's go to the library and read."

What did these two friends have in common? Can you suggest other things they might have done during their play hours? Do you believe that they should have included other girls in their plans?

WRITTEN WORK

Suggestion I. Show by a graph the growth of the population of Philadelphia, New York, Chicago, Detroit, San Francisco, in successive decades. Add to the list the names of five other cities in which you are interested.

Suggestion II. Make a comparative survey of the improvements needed in your community by pointing out progress made in neighboring communities about which you have heard or which you have seen. Make note in your survey of the following facts about your community, or of your neighborhood if you dwell in a large city: (1) use of paint on buildings or lack of it, (2) neatness of yards and lawns or lack of it, (3) vacant lots and alleys, (4) offensive spots, (5) unsightly billboards, (6) and railroad stations.

Suggestion III. Write a composition describing, as you imagine it, a large American city in the year 2000 A.D.

Suggestion IV. Write a composition, describing, as you imagine it, a large American farm in the year 2000 A.D.

READING FOR RECREATION

Have you read?

1. GOLDSMITH, O., *The Deserted Village*.
2. NICOLAY, H., *Boy's Life of Washington*.
3. RICHARDS, L. E., *Joan of Arc*.
4. ROOSEVELT, T., *Diaries of Boyhood and Youth*.
5. PALMER, G. H., *Life of Alice Freeman Palmer*.

The theme of these books shows the worth to a community of an individual who possesses civic virtues.

A WORKING BIBLIOGRAPHY

For the Pupil

1. ANDREWS, C. M., *Colonial Folkways — Chronicles of America*.
2. BROOME, E. C. AND ADAMS, E. W., *Conduct and Citizenship*.
3. DOUGLASS, P. H., *The Little Town*.
4. FINNEY, R. L., *General Social Science*.
5. KNOWLES, G. H., *Alone in the Wilderness*.
6. MUNRO, W. B., *Social Civics*.
7. ROWE, E. A., *Society: Its Origin and Development*.
8. TUFTS, J. H., *The Real Business of Living*.

For the Teacher

1. BRYCE, J., *Modern Democracies*.
2. GARNER, J. W., *Political Science and Government*.
3. GILLETTE, J. M., *Rural Sociology*.
4. HAYES, E. C., *Introduction to the Study of Sociology*.
5. OSBORN, L. D. AND NEUMEYER, M. H., *The Community and Society*.
6. SEMPLE, E. C., *Influences of Geographic Environment*.
7. VOGT, P. L., *Introduction to Rural Sociology*.

Unit Two

YOU VIEW CIVIC WELFARE



The individual citizen has much to contemplate in his study of community problems. Name five shown here. What opinions do you have about each of these? Have the chapters of Unit Two altered any opinions you had before you studied them?

CHAPTER IV

Health

The Chapter Message

1. *Individual and community health are interdependent.*
2. *A healthy individual is an asset to any community.*
3. *You should sustain your good health if you are fortunate enough to have it, or aim to remedy any physical ailment that you may have.*
4. *The exercise habit is rewarded by good health.*
5. *Public Health Service is rendered by a variety of agencies — by local communities, by the state, by the nation, and by private organizations.*
6. *Pure food, pure water, pure air, and cleanliness are essential to good health.*

Individual and Community Health. The problem of community health cannot rightfully be ignored by the individual any more than can the health of the individual be ignored by the community. Suppose that an epidemic arises in the community in which you live. By passing from one individual to another it might wipe out the entire population of the community. Is that a matter for individual or for community concern?

1. *Good Health.* A healthy individual is an asset to any community. In Chapter I you gave attention to individual



By Ewing Galloway, N. Y.

A type of medical center now in use in some of our large cities.

energy and vitality. Good health results in physical force and endurance, in mental alertness and enthusiasm.

It is the natural desire of every normal individual to possess this power and force. You, of course, want to have your proper growth in height and weight, to be free, if possible, from bodily defects of all descriptions, and to get the benefit of the proper functioning of every organ of your body. All this means that your muscles, your nerves, your glands,

your breathing apparatus, and your emotions must work so harmoniously that you will not be generally conscious of your body. You will have a sense of "feeling well." Your appetite will be a wholesome one, not the kind that has unusual cravings for foods which are not good for the body. You will sleep well and feel refreshed when you awaken. You will form daily habits that will add to your efficiency. And, if normally healthy, you will be able to adjust yourself readily to new conditions of environment or climate.

2. *Poor Health.* Poor health, on the other hand, is not so easily dismissed. In the public schools absences *due to illness* average from 60 to 70 per cent of the total absences. Are you one of those pulling down the record of your school because of physical inefficiency? If you are, there are remedies. Your supply of energy and vitality can be increased by good food, proper rest, fresh air, reasonable

exercise, correct clothing, cleanliness, good posture, and a wise use of your leisure hours.

3. *The Value of Exercise.* In an effort to improve your health you should not strain any organ of your body. There is no need for every individual to engage in an athletic contest. To be physically well does not mean that you must be a physical champion. When you play, select for your pleasure as well as for the exercise they provide those games to which you feel strongly attracted. If you realize you have physical weaknesses and sincerely want to correct them, do not exert yourself to the limit of your endurance. A walk provides moderate exercise and fresh air, whereas a game of football or tennis involves much strenuous exercise. Be sensible in satisfying your physical desires.



There is something companionable about active games. Why is this sort of recreation valuable for industrial groups?

The art of playing is an important one for the health-seeking individual. Children like to play because play provides an outlet for their supply of unused energies. Grown-ups like to play, too. To them play is relaxation and a source of sociableness that has great value in easing the pressure of our complex forms of group living. Play, in any form, provides exercise for both mind and body. It develops initiative, leadership, and comradeship. It gives courage to the timid. It teaches loyalty and obedience to the rules of the game. It makes for modesty more often than for self-pride. School boys call this good "sportsmanship." It demands coöperation of the individual in working toward a group ideal. It demands courtesy and thoughtfulness for others, if properly conducted. It develops self-restraint, self-control, self-discipline, and even gentleness and kindness. Do you know how to play? Have you heard the advice, "When you play, play hard; when you work, work hard, but don't play." Does this seem to you like sound common sense?

Need all play be organized play? Name some forms of play which give enjoyment, though not regulated in any way. What is supervised play as we know it in school? What benefits can be derived from supervised play? What is meant by "keeping fit"?

Public Health Service. Public health nowadays is a matter for group as well as individual coöperation. To become acquainted with the public health service of your community you must learn about its organization and work.

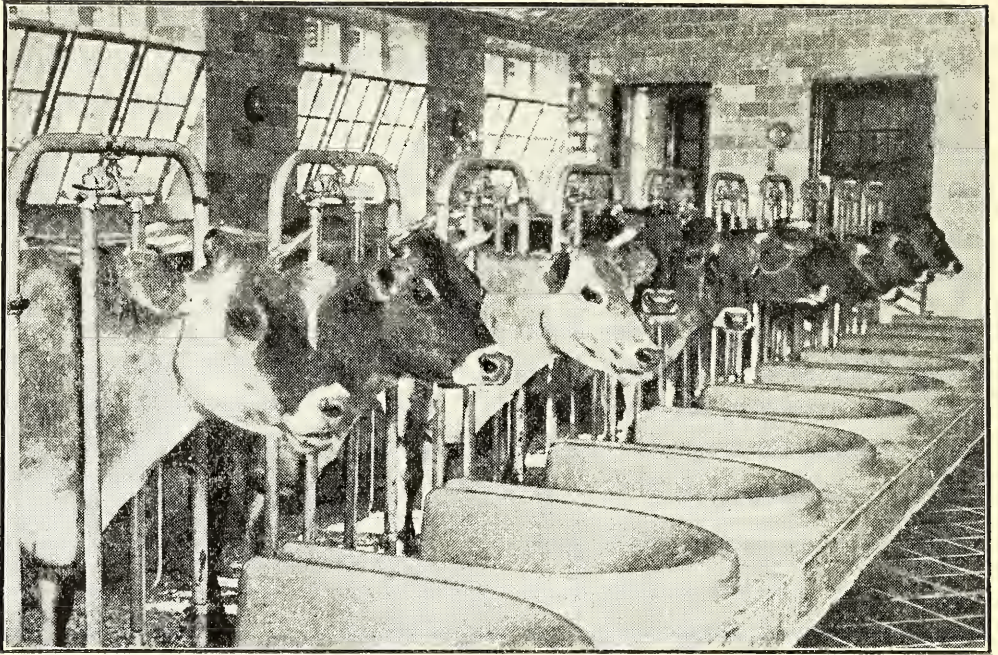
1. *The Board of Health.* A local board of health administers the health regulations and tries to meet the health problems of the community. Generally a director of health, who in some states is called the commissioner of health, is the chief officer of the board. There are, usually, three or four other members on this board. These officials receive their positions by appointment.

2. *Quarantining.* Generally speaking, a local board of health has important duties. It enforces regulations concerning the quarantine of persons afflicted with contagious disease. You probably have seen a public health quarantine card tacked on the front of a house. Perhaps there has been one on the front door of your own home. Can you describe the card? Some people regard its appearance as a reflection and resent it. That attitude is very wrong. Do you know why? The local board of health must be kept informed of the presence of contagious diseases within the community. Doctors are charged with this responsibility.

3. *General Rules.* The local board of health also makes health rules for the community. These regulations concern important matters, such as the disposal of sewage and garbage, supervision of plumbing conditions, safeguarding the purity of drinking water, and care of the sick. Even out in the country, where health surroundings are more favorable than in the city, there often is need of health supervision. Farmers frequently are ignorant of, or indifferent to,



One of the most important services of a local health board is that of safeguarding the purity of water. Comment upon the improvement rendered by the second type of public drinking fountain. What dangers are involved in the first?



By Ewing Galloway, N. Y.

Even in the country there is need for health supervision. This is a model dairy. Of what importance to urban dwellers is farm equipment like this?

conditions that threaten the good health of their families. Though the individual farmer cannot construct a sewage system such as is used in large communities, he can be careful about the disposal of sewage on the farm. His cattle, for example, should be kept decently clean in their stalls and certainly should not be permitted to contaminate the brook, river, or spring from which the farm dwellers draw their drinking water. Ignorance of sanitary safeguards, however, by no means is found solely in rural districts. In the midst of our populous communities are many individuals grossly ignorant of the rudiments of healthful living. It is difficult to maintain a high standard of health in congested communities where insanitary living conditions prevail.

Think of the number of processes through which the city milk supply must pass before it is poured into the glass on the table. All the steps involved must be constantly

supervised if the milk is to be delivered pure from cow to consumer.

4. *Legal Protection.* But community cleanliness no longer is left to the conscience of the individual. Community health is protected by law. Streets, especially those in large towns and cities, are kept as clean as possible in order that people using them may breathe a minimum quantity of germ-filled dust. The public water supply is inspected from its source to the consumer. Garbage collection and disposal is a matter of public control in large communities, as is also sewage disposal. Insects known to spread disease among people, such as the house fly and the malarial mosquito, or animals such as mice, cats, dogs, rats, and squirrels, are exterminated by public health officials to prevent the spread of infection. Vaccination and inoculation have proved to be excellent means for the prevention of epidemic diseases, such as smallpox and diphtheria. Local boards of health have done much to bring under control the "white plague" (tuberculosis), a disease easily transmitted through milk if dairies are not carefully supervised. These are only a few of the many ways by which public health is watched and protected.

5. *Other Sanitary Measures.* Factories, apartment houses, stores, offices, shops, hotels, public waiting rooms and terminals, cars, busses, and similar public gathering places are not as well supervised, usually, as they should be. Public health authorities have done much to reduce disease spreading in these quarters, but their effort is seriously handicapped by lack of public interest and the failure of governmental bodies (the legislatures) to provide the necessary funds for adequate inspection of such places. Individual factory owners or storekeepers may be very conscientious about respecting public health regulations, while others may be careless or indifferent. In many factories the owners give a compulsory medical examination to all employees. Some

Commonwealth of Pennsylvania
Department of Health

MAKE THE WAY HARD
FOR THE FLY
AND EASY FOR THE
BABY

The lucky Mme Fly leaves her birthplace

The unlucky Mme Fly starts out in life

FLY WINS
BABY LOSES

BABY WINS
FLY LOSES

She gratifies
her inherited
tastes

Flies breed in
filth
Destroy their
breeding places
Do not grow them
in your neighbor

but meets early
disappointment

Foiled again!

Balked!

She stops to
poison a baby

She rejoices at
the open window

Die & Live

Food (?) at last!

Clean stable yard.
Eggs will perish.

Here Lies
Madame Fly
Born in May
Died in July
Left over
1,000,000
Descendants

Here Lies
Madame Fly
Born in May
Died in June
Left
no
Descendants

The last act of Nature.
Deposits her eggs in
the manure heap

factory owners pride themselves on the sanitary conditions enforced within their factories.

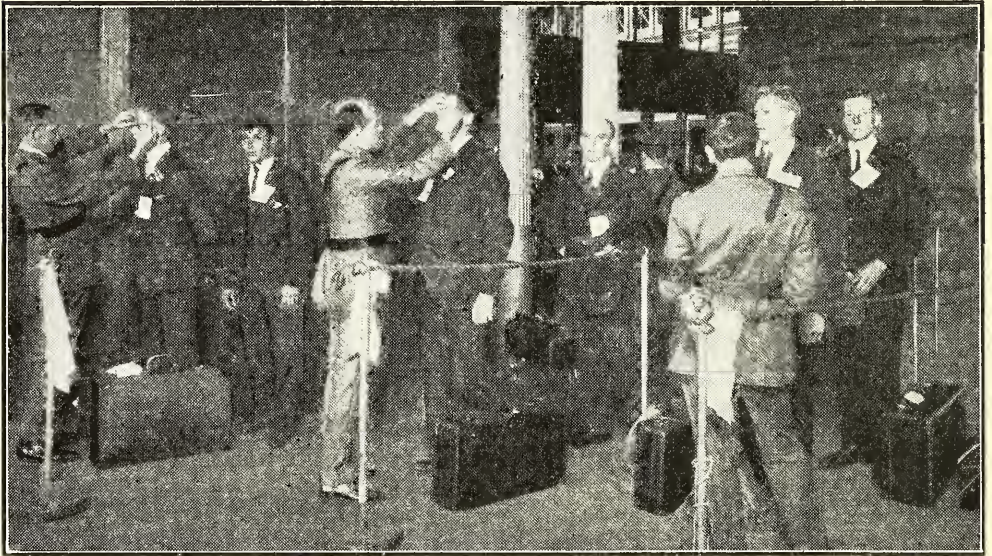
The health laws and regulations of a community are spoken of generally as the Sanitary Code.

Name several diseases subject to quarantine. Name several diseases which, if allowed to spread, might rapidly cause an epidemic in the community. What health laws in your community govern health conditions in public gathering places? Is there a hospital in your community? Do you have a visiting nurse? If so, by what authority is she appointed and who pays for her service? Does the Sanitary Code of your community forbid public drinking cups? Public roller towels? Public spitting? Public swimming pools? What is meant by scientific methods of disinfection?

6. *State Board of Health.* Every state supports a board of health. The chief duty of this board is to prevent diseases from coming into the state, to control disease within the state, and to aid local boards of health in the control and prevention of local epidemics. Generally state boards of health issue statistical reports and information pamphlets on health conditions within the state. These circulars of instruction are distributed to county and other local boards to assist them in their work. In some states, the state Board of Health approves plans for public buildings and inspects bakeries, restaurants, workshops, barber shops, beauty parlors, dwelling houses, and school buildings for sanitation and ventilation. The state Board of Health also undertakes to educate the public in regard to health by means of lectures and motion pictures. It often maintains experimental laboratories from which doctors and local health authorities can obtain aid in the diagnosis of disease. It provides toxin, antitoxin, and vaccine for disease prevention. It keeps records of births, deaths, and marriages.

Obtain, if you can, from your state department of health, its last annual report, also bulletins on health conditions which it has issued during the past year. Send a delegate to your local health authorities to find out how they coöperate with state health programs.

7. *The United States Bureau of Public Health Service.* This Bureau is located at Washington, D. C. It operates a health service from the national point of view. Like the state Board of Health it conducts much research work under its Division of Scientific Research. The Public Health



Brown Bros.

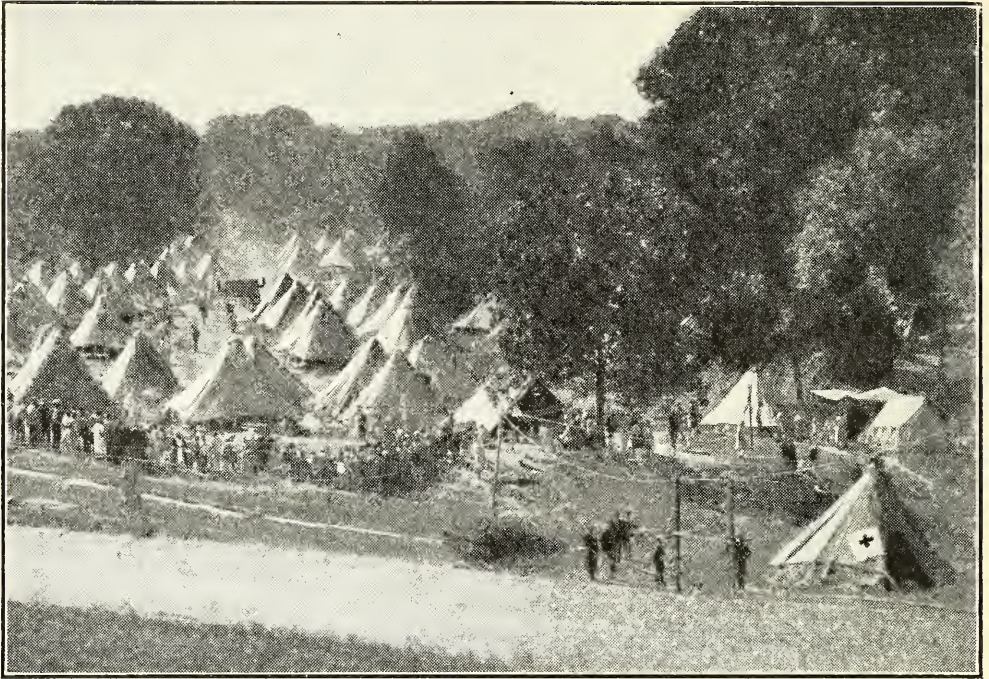
The United States government checks against the spread of diseases from foreign countries. This is an inspection scene at Ellis Island. What is Ellis Island? Where is it located?

Service studies disease-infested districts, conducts laboratory tests, gathers innumerable statistics, and issues all sorts of health information by means of printed bulletins, pamphlets, and public lectures. It aims to check against the spread of diseases from foreign countries. It operates the quarantine stations at our ports and makes regulations which control ship landings and passenger inspections. Incoming ships must report at the quarantine stations before dock-

ing at the wharves. All passengers aboard are inspected. The health of the crew is also determined. No person is allowed to land on our shores if suspected of having a contagious disease. There is an Interstate Quarantine Division of the National Health Bureau whose responsibility it is to check the spreading of disease from one state to another. The Public Health Service of the National Government is under the leadership of a surgeon-general. He frequently calls conferences of all the state health boards. It is his duty, also, to supervise the medical examination of immigrants who seek admission to the United States.

Write to the United States Public Health Service at Washington, D. C., requesting health literature suitable for use in your class. You will be astonished at the extent to which this subdivision of our national government goes in its health research.

Coöperative Health Control. It is interesting to learn how far our coöperative public health program reaches. Besides what is done along this line by the individual, the local health boards, the state health boards, and the national health bureau, there are many private agencies interested in the promotion of health. The Red Cross is an organization for the protection of health in times of emergencies, such as war, floods, and earthquakes. The National Child Labor Committee spends its efforts to improve working conditions for minors. The Society for the Study and Prevention of Tuberculosis is doing much toward conserving public health against one dreaded disease. There are innumerable local hospitals, clinics, dispensaries, and visiting nurses' associations to take care of the sick. Girl Scouts and Boy Scouts and "Y" organizations pay a great deal of attention to health problems. The Rockefeller Foundation uses large sums of money in public health research and investigation. The American Public Health Association, the American Medical Association, the American Association for the Study

*American Red Cross*

At this large concentration camp, near Vicksburg, Miss., thousands of men, women, and children were housed, fed, clothed, and given medical attention.

and Prevention of Infant Mortality, the American Child Health Association, the National Organizations for Public Health Nursing, and many insurance companies are among the private associations interested in the protection of health.

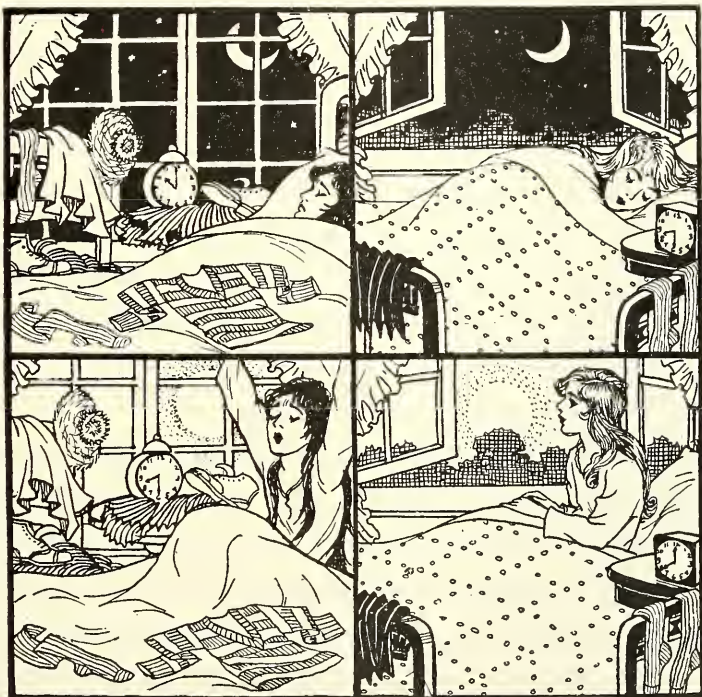
Can you name other organizations interested in the progress of health besides those mentioned above?

Pure Food and Good Health. The food you eat must be protected by government authorities, otherwise your health will suffer in spite of all your individual precautions. In a city little or no food is produced in the community ; of necessity it must be imported from other localities. In order that all foods be inspected at their source of supply, we have food inspection laws which govern the production, transportation, and sale of foods in public markets. Local, state, and national laws provide for official supervision of foodstuffs, whether on the farm, in the factory, or on display on store counters and

shelves. The average individual seldom appreciates the extent to which his health depends upon this public food protection and inspection.

Ask your grocer or vegetable dealer to what food inspection rules he is held by law. Do you know that the use of certain chemicals can change spoiled foods so that their decay can neither be tasted nor smelled? A national law, passed in 1906, forbids such practices. Do you know that substitutes can be made to resemble an original food so closely as to seem identically like it? This same law forbids the misrepresentation of foodstuffs. You are protected, for example, from getting colored lard when you pay for butter.

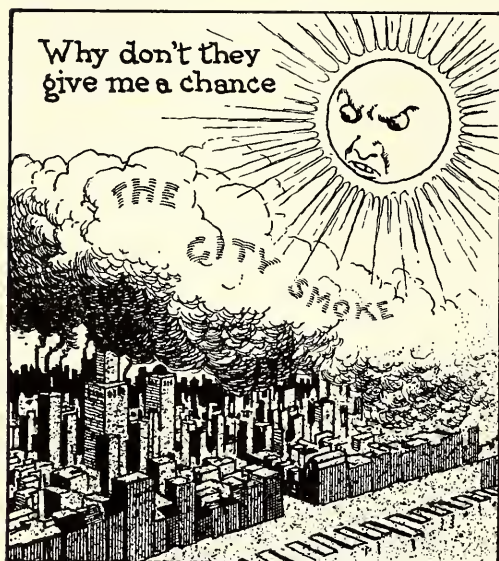
Pure Air and Good Health. *How* we breathe is an individual matter; *what* we breathe is largely a community problem in urban communities. If a person will not have his bedroom window open during sleeping hours, he is reducing his chances of good health by shutting out the



To bed at ten,
No fresh air, then,
Arising late
No vim for Kate.

To bed ere nine,
With fresh air fine,
Wide awake May
Meets a bright day.

fresh air. If, however, the air that comes in through his window is not pure, he must appeal for community coöperation for a remedy. How can good or bad air be a matter for group action? Suppose you live in a crowded urban



Looking at the smoke situation from Mr. Sun's point of view.

community where a near-by factory is pouring smoke into the air you breathe, day and night. Is that a condition quite beyond your control? Suppose you had to work in a schoolroom eight hours a day where the system of ventilation was poor and a menace to your health. To ride ten or twenty minutes in a stuffy bus or subway is bad enough, but only temporary. To remain long hours, day after

day, breathing impure air is a menace to good health. The conditions described above are beyond individual control, but not out of the range of group management. Laws can compel the factory owner who is polluting community air with smoke to use smoke consumers in his chimneys. Laws can compel the school authorities to ventilate properly the rooms in which you study and recite.

Pure Water and Good Health. If you live in a city, your water supply is a group service. On a farm the water supply generally is taken from a well or a spring. Urban water supply is usually piped from larger sources. In either case, water, like food and air, must be watched at its source and during its distribution if its purity is to be safeguarded. Even in the country districts, pure water is a problem. A well or a stream can easily be polluted. In the city the danger of impure water is more likely to come from uncon-

trolled drainage and sewage in the vicinity of the reservoir. This is a difficult situation for the community using the water. Populous communities go great distances from the city to procure pure water, generally to a distant lake or stream. If the people living in the neighborhood of that lake or stream are careless about the disposal of sewage, they imperil the purity of the drinking water of the distant city. To overcome this sort of situation the city attempts to own or control the surrounding land which drains into its reservoir. If this cannot be done, appeal can be made for state aid to give it the right to control the region draining into the source of its water supply. If this fails, the city can resort to filtration and chemicalization of its water to render it safe for use. Such a process sometimes gives the water a peculiar taste disagreeable to many a palate. Typhoid fever, dysentery, and cholera are the most dangerous diseases spread by polluted water. City health authorities, therefore, make constant tests of the water supply so that it may be kept as free as possible from disease germs and other injurious substances. Every community, large or small, should watch its water with constant vigilance.

The Importance of Cleanliness.

1. *Personal Cleanliness.* We refer to individual cleanliness as personal hygiene; to collective cleanliness, as sanitation. Every person wishes, of course, to be healthy. But young boys and young girls are especially apt to become personally careless. Their health problem is partly one of keeping clean, yet the traditional



Young boys and young girls frequently are careless about their personal cleanliness.

aversion of youngsters to a frequent wash-up has been a family problem for many generations. Young people would soon overcome their dislike of water behind the ears,

inside the mouth, and on the bristles of a brush, if, every time they feel like taking a chance with their health, they could be shown the actual number of vicious germs that lodge under finger nails, around teeth, and in dirt wherever found.



Germs make themselves at home in unsanitary places, but they depart quickly when cleanliness enters.

2. *Home Cleanliness.* It is important to keep the place you live in clean. The mother of the family is the one who generally recognizes and supervises this. She knows the places where dirt collects, the places that need constant attention — the cellar, the kitchen sink, toilets, the bedrooms, and the garbage containers. The house fly is a menace in the home. Keep it out. If it gets in, kill it. Keep the walls clean. Paint brightens woodwork and is sanitary. Avoid rubbish heaps inside the house and out. Do not overcrowd rooms with furniture. Carpets and upholstered furnishings are dust and germ catchers. Fight vermin. Washing soda, soap, borax, ammonia, and hot water prove invaluable allies for this purpose. You do not have to live in an expensive house to have a neat, clean,

comfortable, happy home. Keep the place you live in so pure and bright that all the members of your home will be happy to live there.

3. *Community Cleanliness.* Community cleanliness often is made a difficult problem by the actions of individuals who do not coöperate in the matter of sanitation. In spite of the fact that the average person nowadays knows that germ diseases can be spread by public spitting, we see frequent evidences of the need for community health being preached from the housetops, so to speak. Observe how our public conveyances warn with threats of "fine or imprisonment" people who are so careless as to spit on the floors of cars or busses. Spitting on the open sidewalk is equally bad, because sputum dries, becomes dust, and the innocent breathe the germs so spread. Public spitting should be stopped, of course, but it will not be until so strong a public health-conscience has been aroused that no individual would care or dare to endanger the lives of others in this way.

Public dangers to health are almost countless. We cannot govern the distribution of germs from unwashed hands, but we can to some extent control the spread of various diseases by quarantine once they have gained a foothold. Some cities check the spread of contagious diseases by compelling people who handle foods, such as milk dealers, butchers, and workers in canning factories, or people whose trades bring them into personal contact with others, such as barbers, beauty parlor operators, and doctors, to submit a certificate of personal good health from time to time.

Care of the Sick. Some common ailments appear among us so often that we must learn how to care for the sick who are not ill enough to require hospital or professional nursing services, but not well enough to take care of themselves. One common ailment is the "cold," which so many regard lightly because of the seemingly small effects upon its victim. Yet, when the common cold results in pneumonia both the doctor

and the patient are seriously impressed. When a common cold merely comes and goes without any noticeable danger to the health of the individual it too often is regarded only as a nuisance. There is no telling, however, how far that cold has been spread carelessly and needlessly, or to what extent it may endanger the health of others. Precaution is a nine-tenths cure where colds are concerned. They cannot be taken too seriously, however slight their nature.

Whether the sick are at home or in institutions they should have the best possible care and medical attention. Those who enjoy good health are responsible for the care of the sick. Families undertake this responsibility when the one who is ill is at home. Doctors and nurses, trained in their profession, undertake sick-bed duties in institutions. The time to think about the blessings of being well is when you are on your feet and feeling fit. Your good health will carry with it a source of happiness that mere wealth cannot guarantee. Remember that the health of each individual is dependent upon community care and coöperation in matters affecting health. By means of our persistent interest in health, public and private, we have managed to prolong the life of the average human being. Within the last fifty years we have raised the average life span from forty-two to fifty-four years. If that can be done in half a century by improved methods of living, there seems to be no reason why we cannot succeed in lengthening the life of man still further.

Review. Individual health and community health are interdependent. Public health service nowadays includes local, state, and national health activities and, in addition, the activities of many private associations. Essential to community health are pure food, pure air, pure water, and general cleanliness throughout the community. Since many diseases are communicable, and may affect an entire community, there must be community interest and community action to protect its members from such disasters.

ANSWER BRIEFLY

1. How are individual and community health interdependent?
2. Of what importance is individual health to the individual? To the community?
3. Show how play is an important help in physical well-being.
4. What are some ways of keeping well?
5. State three efforts made by the National Health Bureau to safeguard the health of the nation.
6. Of what value are vital statistics?
7. Upon what sort of vigilance does a pure food supply depend?
8. Why is pure water a health essential?
9. What is the importance of pure air?
10. Name five health regulations of a public nature.
11. What is meant by the saying, "An ounce of prevention is worth a pound of cure," when it is applied to health?

FOR YOUR NOTEBOOK-WORKBOOK

Add these words to your Civics vocabulary :

epidemic	infectious	germ
vital statistics	isolation hospital	hygiene
inoculation	birth rate	research
Schick test	hospital ward	sanitarium
vaccination	insanitary	Sanitary Code
clinic	patent medicine	death rate
bacillus	ventilation	quarantine
contagious	infant mortality	

Suggestion I.

1. Draw up a health code for the individual. Arrange the code in the form of rules, such as for example : Bathe completely at least twice a week. Drink from four to six glasses of water daily. And so on.

2. Look through all the newspapers you can, and find out how many of them have a daily or weekly article on health. What does this indicate as to the public's attitude toward health? Do these articles treat of individual or of community health?

3. Make a list of all the good-health agencies you have in your school.

Suggestion II. Draw up a table, like the one shown below, in which you make as complete a listing as possible of the habits Suggestion I indicated.

GOOD HEALTH HABITS	BAD HEALTH HABITS
1.	1.
2.	2.

Suggestion III. Identify, with a brief narrative paragraph, the part played by each of the following in the problem of health conservation :

Louis Pasteur	Robert Koch	Theodore Roosevelt
General Goethals	Clara Barton	Colonel Gorgas
Edward Jenner	Rockefeller Institute	Walter Reed
	Joseph Lister	

Suggestion IV. The teacher will provide you with a sheet of graph paper or you can draw one yourself. On it show the yearly infant death rate per 1000 in the United States in the last fifty years. Do this on a percentage basis. For information you will have to secure reference reading data.

Suggestion V. Copy the following table into your notebook-workbook and complete it. The school nurse or your family doctor can direct you concerning the data for it.

HEIGHT	AGE						
	13	14	15	16	17	18	19
5 ft.							
5 ft. 1 in.							
5 ft. 2 in.							
5 ft. 3 in.							
5 ft. 4 in.							
5 ft. 5 in.							
5 ft. 6 in.							
5 ft. 7 in.							
5 ft. 8 in.							
5 ft. 9 in.							
5 ft. 10 in.							
5 ft. 11 in.							
6 ft.							
6 ft. 1 in.							
6 ft. 2 in.							
6 ft. 3 in.							

HEIGHT AND WEIGHT TABLE

Suggestion VI. Following is a list of health talks recently broadcast by the Department of Health of one of the eastern states :

True Economy in Health	Care of the Skin
Diet for the Older Folks	Diabetes
Sweet Sleep	Spring Tonics
Health Gumption	Symptoms and What They Mean
Measles Threatens	The Anemic Child
Undiscovered Territory	Milk for Children
The Importance of Meat	Care of the Feet
Tragedies of Errors	Be Not the First
Accidents	The New Born Baby
Cancer	Between Two and Five
Reclaiming Young Hearts	Hay Fever Season Begins
Rickets	Body's Defense against Disease
Washington's Last Illness	St. Vitus' Dance
Care of the Eye	Epileptic Child
Sweets—Their Use and Abuse	Child Health Day
A Little Knowledge Is a Dangerous Thing	Typhoid Fever
"Healthocracy"	What to Eat
School Child and the Depression	Wonders of Sunshine
	Healthy Teeth

In which of these talks are you interested? What other radio health talks can you suggest as valuable for general information?

FOR YOUR BULLETIN BOARD

Prepare an exhibition of health posters. If you can draw, contribute original drawings and cartoons; if not, hand in pasted picture posters. The source of health hints in magazines, pamphlets, and the rotogravure sections of the newspapers is inexhaustible. Poster slogans can also be made, such as Home Health Is Happiness, or Be Healthy and You Are Wealthy and Wise. Make your slogans original.

FOR DISCUSSION

It is better to have good health than any amount of wealth.

"Early to bed

Early to rise

Keeps a man healthy, wealthy, and wise."

Does it?

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. In some of our cities the Health Department is under the direction of a civilian, not a physician.

Should this be allowed?

Case II. Some people believe that temperature has a great deal to do with the preservation of health.

Do you think that a room which is too warm may be as unhealthful as a room that is too cold?

Case III. Doctors now tell us that the regulation of community noises is an important health consideration.

What is the reason for this claim? Do you believe it is true?

Case IV. A certain family physician was called to attend a child who was suffering from diphtheria.

What was this physician required by law to do? What must the local health authorities do about the case? Name four other communicable diseases.

Case V. During a recent infantile paralysis epidemic, laws were passed forbidding children to assemble in public places for a certain period of time.

Should all movie houses be compelled to close during such an epidemic? Should parents be forbidden to travel on public conveyances such as trolleys and busses with children? Should the schools be closed?

Case VI. A certain school nurse is teaching her pupils to practice the technique of first aid. When a child reports to her office for illness, she makes other pupils who are present study the symptoms, under her guidance. Pupils take temperatures, weigh and measure classmates for weight and height, and apply germ antiseptics or germicides, like iodine, to cuts and wounds. Generally all such procedure is performed exclusively by the nurse herself, or the school doctor.

Is this nurse wise in letting her health students perform these duties?

WRITTEN WORK

Suggestion I. Have committees in your class bring in written reports, to be read by the chairman, on each of the following:

1. Health activities in your school.
2. Health activities in your community.
3. Health activities in your state.
4. National health activities.

Suggestion II. Write a letter to the National Health Bureau, Washington, D. C., inquiring about their health pamphlets and bulletins. Make an effort to order at least one of these for each class member.

Write a letter to the Metropolitan Health Tower Bureau, Metropolitan Life Insurance Company, New York City, and inquire about the health pamphlets they have for public distribution.

Suggestion III. Mr. A. does not feel well. His family tries to persuade him to have a complete physical examination. Since he is not suffering with aches and pains, he refuses to do this, because he is "afraid the doctor may tell me a lot of things about my health," and unless there is cause for worry "he'd rather not be worried." Write a short paper discussing the risks such a man runs involving his individual health as well as the general welfare of his family.

READING FOR RECREATION

1. GRENFELL, W. T. (SIR), *A Labrador Doctor*.
2. IRVING, W., *The Northwoods*.
3. MORRISON, A., *Tales of Mean Streets*.
4. RIIS, J., *Neighbors*.
5. TOWNSEND, A., *Camping and Scouting Lore*.

These books cover, in one aspect or another, the interesting and vital subject of human health.

A WORKING BIBLIOGRAPHY

For the Pupil

1. BURNHAM, A. C., *The Community Health Problem*.
2. DU PUY, W. A., *Uncle Sam's Modern Miracles*.
3. FREEMAN, A. W., *Good Water for Farm Homes*.
4. HILL, H. C., *Readings in Community Life*.
5. KELLEY, H. A., *Walter Reed and Yellow Fever*.
6. LEIGH, R. D., *Federal Health Administration*.

For the Teacher

1. BEARD, C. A., *Protecting Public Health*.
2. CAPES, W. P. AND CARPENTER, J. D., *Municipal Housecleaning*.
3. GREGORY, SIR RICHARD, *The Spirit and Service of Science*.
4. MOORE, C. B., *Citizenship through Education*.
5. SPOONER, H. J., *Wealth from Waste*.
6. VINCENT, G. L., *Team Work in Public Health*.

CHAPTER V

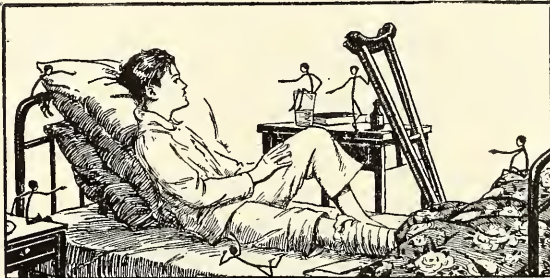
Safety

The Chapter Message

1. *Many dangers imperil the individual and the community.*
2. *The individual depends largely on government to safeguard his life and property.*
3. *Lawlessness is one of the greatest enemies to the welfare of a community.*
4. *Laws are enacted in the interest of safety and orderliness.*

The Sense of Safety. An individual by his own effort cannot be sure of safeguarding his life and property. Our method of group living has become so complicated that we need government aid in protecting life and property.

What are some of the dangers to life and property? Fire, accident, floods, epidemics, earthquakes, fraud, dishonesty, and attacks by criminals are perhaps the most common.



No use to tell this boy now: "Better be safe than sorry." What can you read in the picture (look with care) about his thoughts?

ing. In all communities laws and public officials are neces-

sary to protect the life and property of the individual and of the group. It is a service almost as essential to rural settlements as to urban communities. The problem of protection frequently grows in importance in proportion to the size and growth of a community.

How does the community safeguard your life? Your father's property? What would be an occasion when a rural community might need the services of government in the protection of life? Of property?

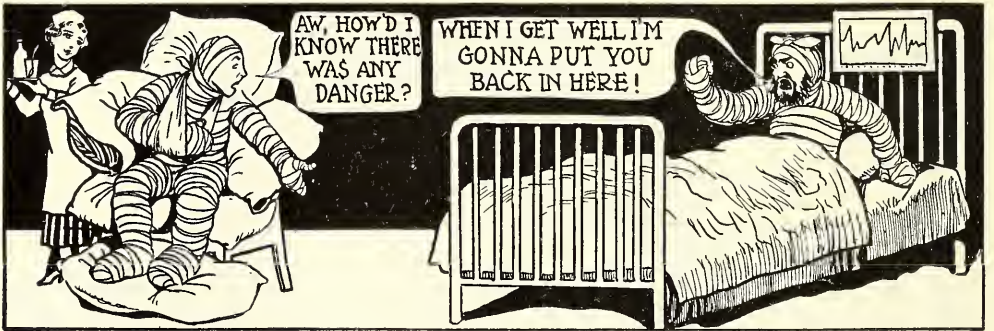
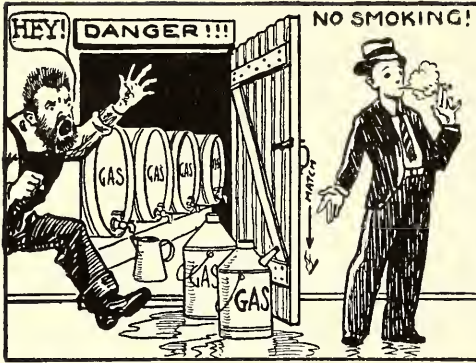


By Ewing Galloway, N. Y.

Traffic laws are a means of protecting life and property. What would happen here if the automobiles were permitted to pass by crossings at will?

Fire Hazard. What danger to the individual lurks in fire? Individuals and their families are frequently in danger from fire, because they do not take even ordinary precaution for its prevention.

1. *The Individual's Responsibility.* Keep the house clear of waste paper and rubbish of all descriptions. Keep gasoline and coal oil out of the house as much as possible. Keep matches in a tin box and out of the reach of little children.



Use safety matches. See that fire escapes and stairways are kept clear of boxes, bundles, and other obstructions. Be sure that gas cocks are turned off completely, especially at night, because escaping gas may cause explosions. Never use gasoline or coal oil to start a fire in a stove. Paper and kindling wood are safer and will serve the purpose. See that there are two ways of getting out of the house and that both are kept free for use. Know where the nearest fire alarm box is located and find out how to use it. Fires start more often in cellars than in any other part of the house. Clean up your cellar. Dangerous fire hazards are oil lamps and swinging gas brackets. Be certain that the hand rails and stairs of stairways are firm. All apartments and tenement houses more than two stories high should have two separate exits, either two stairways, or one stairway and a fire escape. Many states have made this a legal requirement. Soot-filled chimneys and open fireplaces frequently are fire hazards. Defective electric wiring and furnaces

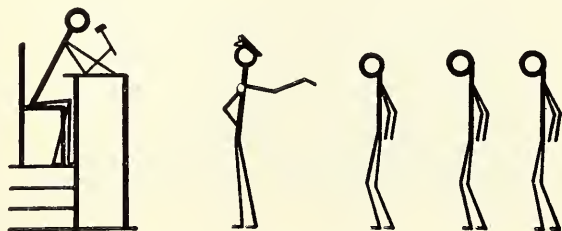
located too near woodwork are common causes of fires in houses. Look around your house and make a general check-up on the possibilities for fire.

The cigarette smoker is one of our most heedless producers of fires. Every fire caused by a cigarette is preventable.

What would you do first if you discovered a fire in your home? If the fire was upstairs? If it was in the cellar? Would it be possible for the community to punish a careless smoker for causing a fire? Do you have a fire extinguisher in your house? What would you do if a pan of fat on the kitchen stove caught fire?

Protection against Fire Risk. The local government usually enacts a fire code or set of laws protecting the people against fire risks. These regulations concern the construction and inspection of buildings. Chimneys, flues, and electric wiring in buildings must, for example, be so located and protected that fire danger is reduced. One of the most important duties of a city or town government is to see to it that plans for new buildings include fire exits. Many kinds of metal and brick "fireproof" devices are employed against such dangers as defective flues and "fire friction" hazards. Buildings of over a certain number of stories high are required by fire regulations to be made of fire-proof materials with metal doors opening into the halls. Some buildings have been required by the fire code

to have metal swinging doors on each floor. Such doors must have no locks or bolts. In school buildings you may have noticed the



On trial: The Fire Hazard Trio — Ignorance, Carelessness, Indifference.

gate or folding type of fire door. In theaters the curtains are made of asbestos to comply with fire rules, and all exits are plainly marked and lighted, when the place is darkened,

with doors opening outwards. Many cities require the sprinkler system in stores and public halls. Perhaps you have noticed in stores the automatic sprinklers that line the ceilings, especially those of the old-time buildings.

Try to secure the fire code of your community. Name some careless things people do that cause fires. What is spontaneous combustion? How do you operate a hand fire extinguisher? Do you see any of these in your school corridors? Have you ever heard of people deliberately starting fires? What is their crime called? How are they punished? Are there any fire dangers in your school? In your home?

Controlling the Fire. 1. *Fire Companies.* In communities too small to support a sizable fire-fighting force there is a volunteer corps, composed of citizens who have volunteered to answer the fire call whenever it is sounded. In large cities paid firemen are on duty, day and night, in fire houses where the fire-fighting apparatus is kept in constant readiness for service. What is it that calls fire engines almost instantaneously to duty? A system of telegraphic alarms operated from a central office and in electric communication with every station house and alarm box in the city.

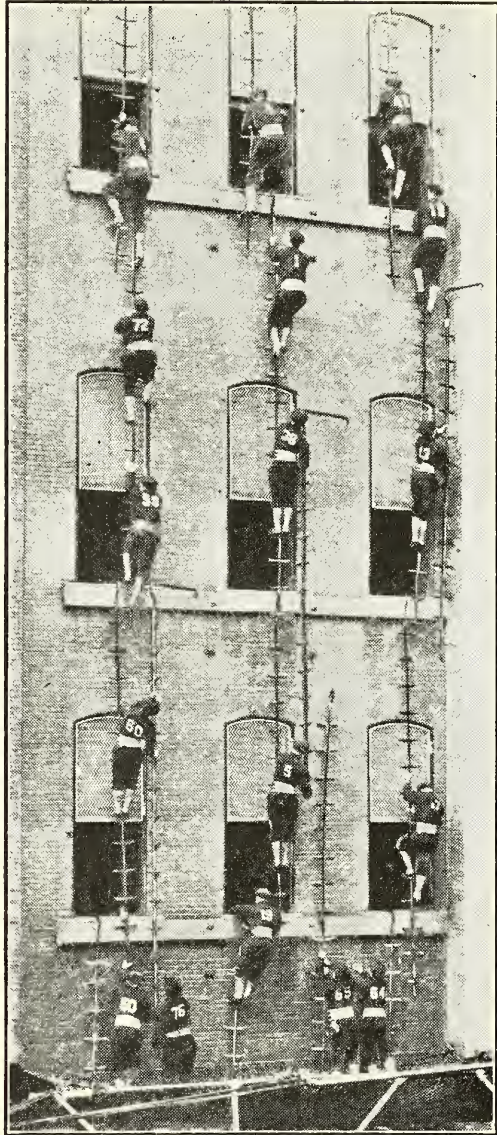
2. *Using the Alarm Box.* In order that everybody may readily find the alarm boxes they are painted red; and they have on them short, but definite, directions for use. You probably have never operated a fire-alarm box. But you should take the trouble to read the directions and learn how to send in an alarm, for a fire calls for quick action. A false alarm causes the firemen to do extra service, but what is far worse, it costs the taxpayers unnecessary expense. In your school there may be the small red fire boxes with the glass fronts.

3. *Qualifications of Firemen.* Firemen at work furnish one of the finest examples of individual responsibility combined with group coöperation. Firemen use and do not lose their heads. They have no idea, as their apparatus dashes down

streets and around corners, what they will have to do when they reach the scene of disaster.

Firemen in large cities must pass a civil service examination to receive appointment on the force. Like the policemen, they must qualify in age, height, weight, and mentality. There is no method for measuring their courage, however. Some cities have training schools in which firemen are taught the fundamentals of their profession.

4. *Fire Officers.* The fire department in many cities is under the jurisdiction of one head commissioner, or Director, a civilian who, in some cities, is also in charge of the local police department and is called the Director of Public Safety. Most cities have a Fire Chief who is the actual executive of the department. Under him are sub-chiefs — battalion and district chiefs — in command of the sectional captains and lieutenants. The city is divided among these leaders into districts, stations, and companies. Besides these officers there are company



New York Sun

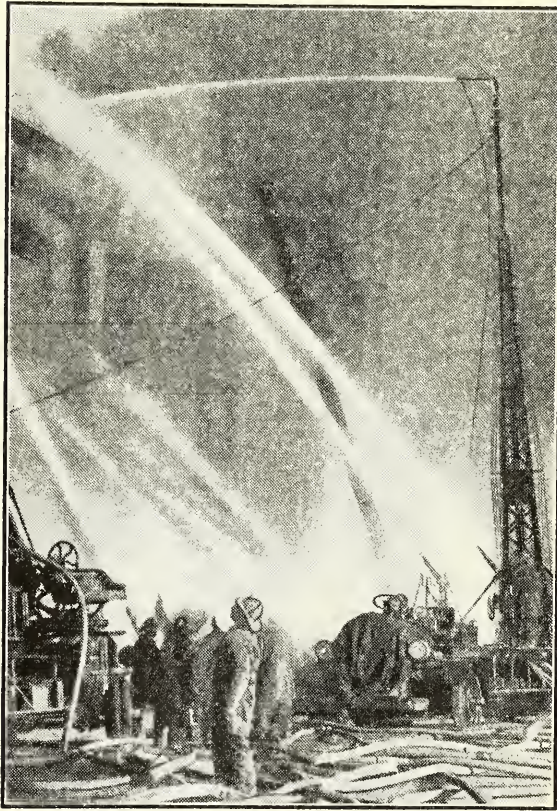
These men are students in training for service in a city fire department. They are demonstrating their skill as a part of the examination which is set for them. What feats of service are they performing? What difference would there be in the picture if the building were actually on fire?

engineers who are responsible for apparatus efficiency and the training of new recruits or "privates." Each district has its fire house and fire-fighting apparatus. In case of large fires, apparatus and companies from several districts

are called.

5. *Fire Apparatus.*

The firemen now have a variety of new fire-fighting devices such as apparatus for throwing chemicals on a fire, automatic hose carts, engines to pump water where the pressure proves too weak, and powerful water towers that can shoot a forceful stream of water against high buildings. These towers, however, are useless in the case of skyscrapers. Such very tall buildings are equipped with huge



Fighting a fire with a "water tower."

water pipes into which the pumping stations can send water at tremendous pressure for fighting flames on the inside at heights beyond the reach of the water towers of the fire department. Most cities where there are waterfronts have fire boats that can throw streams of water on a fire.

Any fireman in your district will be only too glad to show you through his station, to tell you of his experiences, and to warn you about the common causes of fire. He dislikes the ravages of fire as much as you do. He can give you excellent material for a class report.

Find out who are the principal officers in your local fire department. Old-time fire departments had a veterinarian. Why is that officer no longer needed?

Coöperative Agencies for Fire Prevention. 1. *The Police.*

It is natural to link the local fire and police departments, for they have many problems in common. You may have seen a crowd at a fire held at safe distance by the police. If you have ever been in a theater, gazing idly at the asbestos curtain or perhaps at your program, and witnessed a fire backstage fill the room with smoke, you know that at such a time firemen and policemen must join forces. Often a policeman reports fire hazards that he comes across on his beat.

✓ 2. *Other Agencies.* Another aid to the fire department is the city water bureau. The high pressure in the fire hydrants is their responsibility. The city building inspectors likewise aid the fire department in its supervision of city laws for fire prevention. The city disposal of waste frequently clears up rubbish piles that might prove a fire hazard. All these agencies are public. The Boy Scouts and Girl Scouts, even individuals who realize fire dangers and check on them, are coöperative agencies in the prevention of fires. Boys and girls can be of great help in fire prevention. You live in homes. You know smokers. You have been taught the danger of matches and fuel oils. You build camp fires. You have eyes to watch younger children, the electric iron or toaster, rubbish heaps in the cellar, and the fire alarm boxes.

In what ways can you safeguard little children against fire risks that they unconsciously take? How can you protect your family against fire hazards? Your school? Your community?

Forest Fires. 1. *Some Causes of Fires.* Some of the most ravaging fires occur in forests, where usually no water is available for fighting fire. Human beings are not always at

fault, for nature can do as much damage with a flash of lightning as can a careless smoker with his discarded match or cigarette. Man usually is to blame, however, for forest



In what way have these children been taught to be high-standard picnickers?

fires. Campers and smokers are careless, and locomotives, too, cause frequent forest fires. Some forest fires are started by fires in adjacent fields or spread from a camp fire in the woods.

2. Fire-fighting Equipment. Brush or forest fires often can be put out by prompt use of whatever is nearest at hand — a broom, a blanket, a hoe, a shovel, anything that can be used to beat out or cover up the flames.

Many of the states have fire wardens, whose primary duty is to detect and fight forest fires. A Chief Fire Warden commands the state force. Usually the state is divided into fire districts for the purpose of fire

supervision. The state wardens patrol the forests and man the towers, keeping a watchful eye for any curling trail of smoke. When a forest fire is discovered, a large number of men may be summoned to prevent its spreading. One way is to clear a strip of bare ground in advance of the fire, and put out any fire that leaps across it.

3. The Federal Service. Our nation now owns about



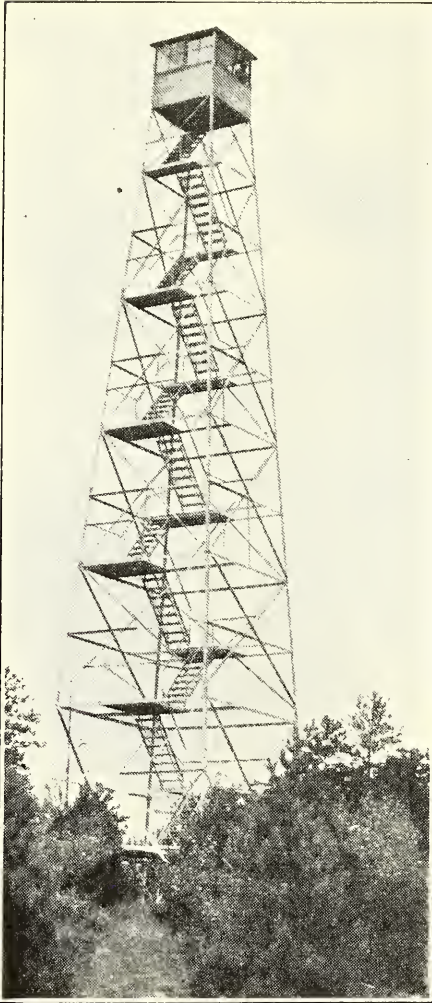
W. J. Lubken, Courtesy U. S. Forest Service

What qualities of character must the state warden have to give efficient service in his work?

160,000,000 acres of forest lands. A Federal Forest Service in the Department of Agriculture protects these national reservations. Local, state, and national firemen cooperate in the performance of these duties whenever possible. Not only does the Federal Forest Service make an effort to reduce our national forest fire losses through the watchful care of the forest rangers in their lookout tower stations, but this bureau tries to teach the general populace the dangers of fire and the best means of prevention. The telephone and the airplane have come to the aid of fire fighters. Acres of reserve land can be patrolled in much less time by airplane than in any other way. The careless camper is warned constantly by Forest Service signs to avoid starting a fire.

Comment on this statement: to put out a fire when it has begun to burn is one thing; to prevent it from starting is much better.

Fire Losses. We are becoming more conscious of the fact that waste by fire is preventable. Although, with the



The modern watch-tower looms high. What are the duties of the watchman who sits in such a lookout? Why are his services very valuable to the preservation of life and property? What scientific equipment does he have in the tower?

exception of the year 1919, we have experienced a steadily increasing annual loss through fire destruction, there also has been an increasing interest among our citizens in preventing such losses.

1. Teaching Fire Prevention.

The schools teach fire prevention. Several of our states have a fire-prevention week. There is a National Fire Protection Association whose purpose is to draw up a fire code for us, calling to our attention the value of modern safety devices such as asbestos, automatic sprinklers, smothering chemicals, and fire doors. This association conducts a field service to study places with an unfavorable fire record, and to discover, if possible, the causes and to advise remedies. The United States Chamber of Commerce also is actively interested in fire prevention. Through its local offices it makes an effort to arouse civic pride and civic

consciousness by conducting local contests with prizes for the locality having the smallest fire waste. There is the National Board of Fire Underwriters, too, whose business it is to maintain laboratories for testing materials and fire-

fighting devices. The association canvasses cities to conduct surveys of local fire-fighting equipment, such as water pressure and fire department apparatus.

2. Fire Insurance. A destructive fire is harmful not only to the individual, but also to the community. The community, therefore, is willing to help the individual restore his property. An individual may buy a contract, or insurance policy, from a private company guaranteeing to return a certain part of the loss of property caused by fire. The cost of taking out fire insurance is relatively small, and the person buying a fire insurance policy is helping others in turn to sustain their losses. State governments control the fire insurance business by legal regulations. A fire insurance company must deposit a certain amount of money or its equivalent with the state and meet certain other requirements before a license will be granted by the state in which it wishes to operate.

Does your school pay any attention to fire prevention? Of what value are fire drills to your school? Is it the duty of every owner of property to be insured against fire loss? Why?

Police Protection. Another safeguard of the individual's property and life is police protection. Wrongs committed against a person or a person's property frequently cannot be properly handled by the individual. The state assumes the responsibility of meting out justice.

The state gives protection to life and property by means of laws and through officials to enforce the laws; and it is aided by public-minded citizens who are concerned about group welfare. These agencies deal, of necessity, with persons who violate the laws of the state. When crime is prevented or controlled, the people of a community have a sense of security that is important to their welfare.

Should the state interfere unless the individual requests protection? Why?

Local Police Forces. 1. *A Silent Influence for Law and Order.* You are most interested in your local police protection, because it probably can bring you immediate relief and protection. Almost every community has some form of



Policeman on beat calling precinct station. Why is this box of great importance to the community?

local police organization, engaged in the interest of public safety. As a matter of fact, the very presence of efficient uniformed policemen in our midst acts effectively to prevent accidents and crime; this service is of greater value to a community than is the arrest of the guilty party after the offense has been committed.

A policeman has many duties. He is assigned to a "beat," and whatever he ob-

serves out of order during his "rounds," such as a traffic or street light "gone dead," a gate fallen across the sidewalk or a letter box mutilated, he is in duty bound to report or remedy.

While on duty the policeman represents the community's welfare. He makes an effort to answer all reasonable questions asked of him. He commands any situation, within his sight or hearing, where trouble exists or is imminent. His service to the community is one of importance and necessity and should be highly appreciated.

2. *Devices That Aid the Police.* Policemen have to think and act quickly. At their disposal are placed many modern devices of immeasurable value, such as the radio, telephone, telegraph, motorcycle, automobile, motorboat, airplane, fingerprints, camera, files, records, automatic lighting and signal systems, and so on.

In many communities at dangerous street crossings it is found practicable to station "silent" or mechanical traffic signaling systems, thus relieving policemen for duty elsewhere. Citizens are proving themselves very sensible about obeying these automatic light orders. Very few drivers feel free to "pass a light," either because they feel a sense of duty or because they know a motorcycle policeman may be watching for those who take that risk.

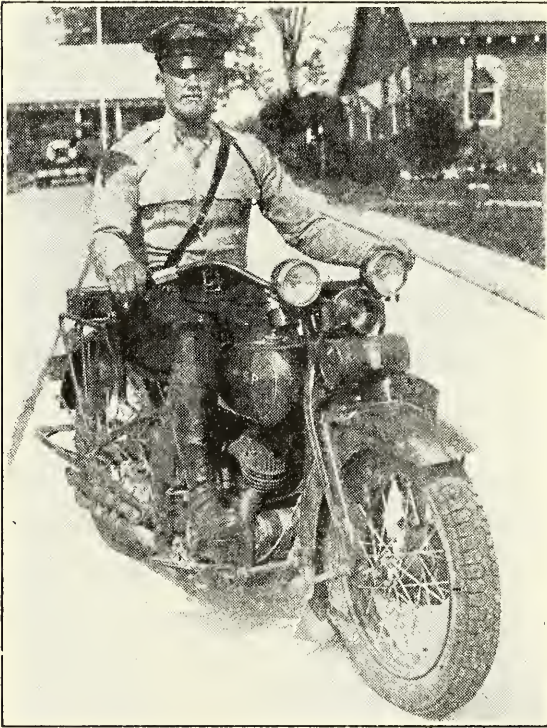
3. *Organization of the Police Force.* Like our municipal fire forces, the police force in some cities is organized under the headship of a civilian Director (the Director or Commissioner of Public Safety); and under him a Chief of Police is actually the executive ruler of the force. The force has also special units, such as a detective bureau of uniformed and plain-clothes men, a motorcycle unit, horse-mounted officers, and, in a few cities, policewomen. As you can imagine, the detective force lends much aid in the discovery and detection of criminals who otherwise might go unchecked, for most policemen are restricted to definite districts. Policewomen are on duty in some places where the detention of women and children is involved.

In rural communities there is no such elaborate police organization. A *constable* there fills much the same position and duties as the city policeman; but his duties are somewhat less arduous and more varied than those of the urban officer.

Do you understand the purpose of the various methods used in policing a community? What methods are used in your community? Why are you proud of your local police force? Does the word "policeman" suggest to you protection or wrong doing? What other duties has a policeman besides watching for and arresting law violators? How can a policeman assist a stranger in the town or community?

The State Police Force. 1. *State Troopers.* Some of our states maintain an organized police force. These state

policemen, or troopers, exercise authority over the entire state. Out on the open roads they watch for careless automobile drivers, traffic congestion, accidents, and perform other police duties. These officers lend aid to the local police force, though their activities seldom take them into the large cities unless they are called to meet an emergency. They sometimes are appealed to for aid in controlling a riot, when a constable or sheriff is not able to cope with the situation.



Wide World

The state police are guardians of the law and peace. In what way does the motorcycle aid this officer in the performance of his duties?

The state troopers are uniformed and generally mounted or provided with a motorcycle or car.

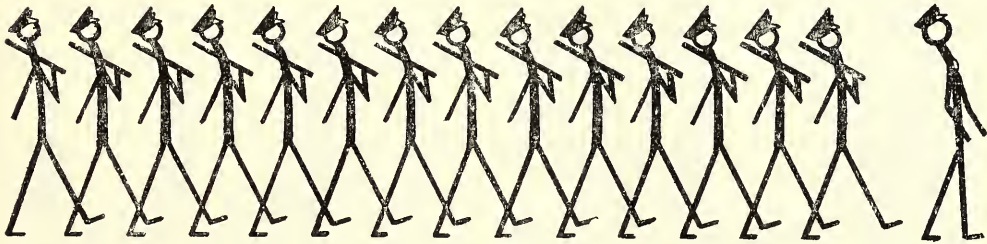
2. *State Militia.* The state militia is made up of an organized group of men who report for short periods of drill, and are subject to call for emergency duty. The militia may be called out when ordinary police forces are unable to preserve order, and it stands in readiness to defend the nation in case of invasion. The state militia usually is called the National Guard of the state, for the national government

aids in its training and pays part of its expenses. Whereas state policemen are paid for full-time service, the state militiamen are paid only for the actual days on duty.

3. *Federal Police Provisions.* The nation has no separately organized federal police force. It protects us from foreign enemies by the Army and the Navy, — a nation-

wide defense force. It has certain units for security that come under the general head of police power. It has armed investigators who represent the federal government in cases of lawbreakers violating national laws. The Post Office Department, for example, employs a corps of such men to ferret out abuse of the mails. The Department of Justice has a criminal identification force. These are the only types of national policemen.

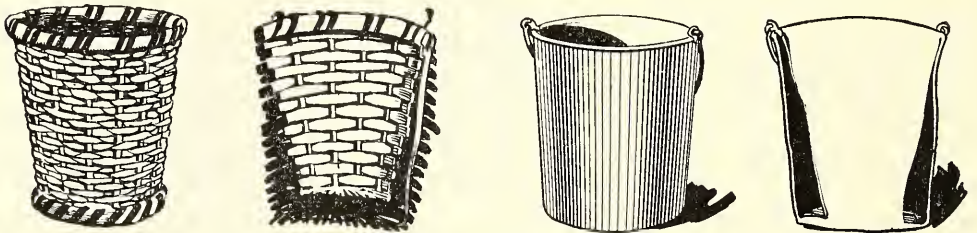
Why do we regard a crime as an offense against society? Why is the government given the task of protecting the individual against the evil-doer?



Protection against Accidents. Some hints have been given of the ways in which your safety is guarded against accidents. The fire force gives you one form of such protection. It regulates the construction of buildings so that in case of fire you at least have a chance to escape. Traffic regulations are a prominent form of accident protection offered you by the police force. If you "jay-walk," you put a small value on your life and safety. Street lighting protects you from the accidents that might be caused by darkness. Pure food and drug laws protect you against injury to your health through dangerous foods and drugs. Whether you travel by water or on land you will meet all sorts of safeguards against accidents. And there also are regulations governing the worker as he goes about his daily tasks. By protecting him from accident the government protects his health and the family that is dependent upon his earning power.

Despite all these safeguards against accident, we read every year of large accident mortality everywhere in our nation. It is surprising to observe how lightly and carelessly people value their lives.

Protection against Fraud. Another function of government is to protect us against fraud. There are state laws that establish standards of weights and measures. Many states have enacted "blue-sky" laws to protect the investors of money from getting only "blue sky" in return for their capital. Also, the states have laws enforcing certain conditions upon the making of contracts and agreements. There



There are laws prohibiting the use of "short" measure or "short" weight in selling merchandise of any kind. Have you seen "false" bottoms or sides in basket and pail measures?

are the "thou-shalt-not" laws reminding us that our neighbors' rights are to be respected. Disobedience or defiance of all such laws safeguarding the individual from fraud is punishable by fine, or imprisonment, or both.

A Junior Police Force. In a number of schools throughout the United States a Junior Police Force has been created and organized. It serves as an excellent aid to the adult police. Why? Because a Junior patrolman can do as much to keep law and order among the members of society of his own age as a "six-footer" on the city force. If you have a Junior Patrol Force for Safety in your school, make an effort to serve on it. There is no better way for you to gain a little experience in what it means to make laws and to keep them.

Law and Order. Knowing full well that we of this gen-

eration pride ourselves upon being civilized, it seems outrageous to reflect that we must constantly check on our fellow man, as well as on ourselves. Laws help us to organize our course of action. But we have learned, by experience, that the mere framing of a law does not insure its enforcement. Some individuals are naturally not law-abiding unless they are compelled to be so by force. Some have so little public spirit that they remain ignorant of laws until they learn of them, often to their sorrow, by breaking them. Some few prefer to defy laws rather than obey them. Often we have to set aside such antisocial citizens from the rest of society. Yet no one individual can manage his security alone. He must depend upon the community for his right to live peacefully. The cost of maintaining law and order is gigantic, but is well worth every cent it takes. As bad as the situation is sometimes described to us, it is steadily improving. From the experiences of the past new laws are being made and new safety devices are being invented to protect the present and future generations. People generally are more interested in protecting the public than formerly.



Here is a high school boy who is a member of the Safety Patrol. What is his signal of authority? His badge of authority? What evidences of coöperation does the picture reveal?

Rome was the first government to establish an efficient police force. Paris was the first modern city to establish a police department. Both these systems, however, were built on a military basis. What have American communities done to make their police forces more than military?

Review. Today and tomorrow are the times about which we are primarily concerned. We want our children and our children's children to look back on our era as one in which the world we found was left a better place for our having been there. What have we done so far? We have become fire conscious. We may be careless, but we at least want to be conscious of the fire hazards about which we hear and read so much. We have changed our attitude toward public security. We no longer regard the police force as a public enemy about to arrest and punish us if possible. We look upon the modern patrolman as a friend to whom we can turn in time of need and distress. We have acquired a dislike for the toll of accidents. We have become anxious to have our governments check upon this kind of carelessness among us. We realize the enormity of natural catastrophes and, when they occur, we look to our community groups for help. When all is said and done, we like law and order. It is only the exceptional individual who will work contrary to the group that is making an effort to establish the community on an even keel of peace and balanced living. Now is the time, when you are young, for you to stimulate your civic consciousness if you think it is dull. Try never to feel so independent, so self-sufficient, that you have no sense or desire for mutual security among your fellow citizens. A story is told of a peasant who had lived a long life in solitude on his farm. Around his fields his father before him had built high, strong stone fences. The peasant had followed his furrows so closely that he had forgotten there were other fields beyond his. One day his cattle discovered a break in a wall in a far corner of his acres and tramped through and beyond. When the peasant discovered this, he followed them and found them contentedly munching grass among strange cattle. He tried to drive them back, but they eluded him. Several men approached and offered to help the peasant, but he refused to accept any assistance.

Though this is only a story, what fact does it demonstrate about the value of coöperation among neighbors? How do we regulate human conduct that affects society as a whole?

ANSWER BRIEFLY

1. Why is it important for individuals to have a sense of safety in their daily community living?
2. In what ways is fire a deadly enemy to man?
3. What is a fire code?
4. Mention three important services rendered to the community by firemen.
5. How is a city fire company organized? A rural fire company?
6. What other agencies, public or private, aid the community fire department?
7. Mention several causes of forest fires. Several results.
8. What is the purpose of fire insurance?
9. What are the services rendered by the state police force?
10. Mention four things you may expect of the local police force.
11. Why do we have a state police force if each community has its own law-enforcement officials?
12. What are some rules of safety protection the individual can set up for himself?

FOR YOUR NOTEBOOK-WORKBOOK

Add to your Civics vocabulary these terms :

fire hazard	first aid	jay-walking
fire insurance	safety first	building permit
police power	one-way street	spontaneous combustion
fire extinguisher	safety zone	state trooper
pulmotor	right of way	fire lookout

Suggestion I. Make a list of 7 of the most frequent causes of fires. Underline those on the list which caused fires in your town or city last year.

Suggestion II. State the *number* and *frequency* of the drills in your school last year. You can secure the data for this graph from the office of the Principal.

Suggestion III. Complete the following table, which is designed to show how we are protected by the police forces of our governments.

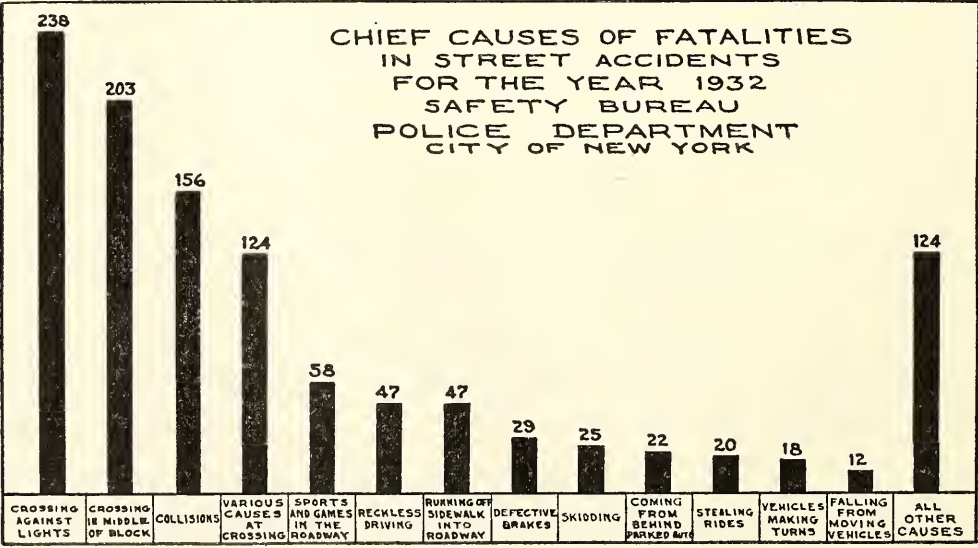
TYPE OF GOVERNMENT	POLICE OFFICERS	THEIR DUTIES
1. Rural		
2. Urban		
3. State		
4. National		

Suggestion IV. Complete the following table. This will necessitate your doing some reference reading. There are several standard sources from which you can obtain state and national statistics, but you will have to appeal directly to your community fire department for local data.

PROBLEM	IN THE U.S.	IN YOUR STATE	IN YOUR COMMUNITY
1. Fire loss last year . . .			
2. Population last year . .			
3. Cost per person			

Reference Readings for this chart are :
Your State Research Bureau
The Waste of Fire by Franklin H. Wentworth
Safety Engineering — U. S. Fire Losses (N. Y.)

Suggestion V. Write in your notebook 10 observations based on this graph.

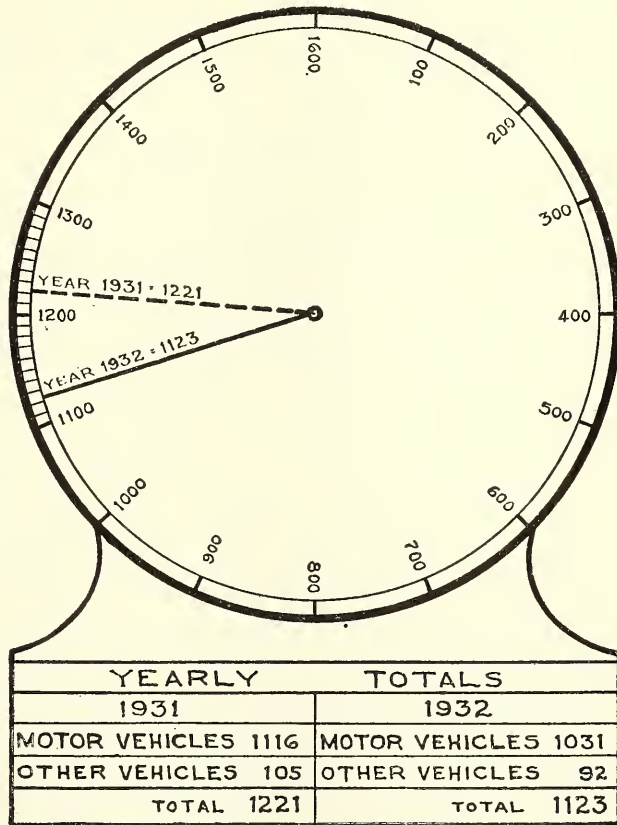


Suggestion VI. What message should this graph convey to an autoist?

FOR YOUR BULLETIN BOARD

Arrange an exhibit of posters and another of pictures covering the subject Safety First. The posters can carry slogans as well as drawings. Make two (twin) thermometer (large size) models. Have one red-tongue the advance of fires in your community for the past five years, and the other the toll of accidents.

MOTOR VEHICLE FATALITIES



FOR DISCUSSION

The community should spend more on safety protection than it does on education.

A civilian should not be made the head of a public safety department, as is the case in so many of our communities.

The main purpose of a fire department should be that of fire prevention.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. Suppose a certain prominent citizen makes grave accusations about your "home town." Suppose he considers it a most undesirable settlement for high-standard people. Among his objections are that it contains many fire perils, many accident centers, unsightly signs, dangerous railroad crossings, unnecessary piles of rubbish, some explosive storage houses, and crime-creating alleys.

Are his accusations justifiable?

Case II. A middle-aged man had had a struggle to establish himself firmly in life. When he married, he and his wife lived in a small home which he paid for gradually through a Building and Loan Company. Sickness and accident had taken heavy toll of his earnings so that it was

many years before he succeeded in paying off the mortgage on his home. After this was accomplished, a friend said to him, "John, you ought to take out fire insurance on your place. What if it should burn down?" His answer was, "It stood for twenty years, so I guess it can stand twenty more without being insured. You only talk that way because you work for an insurance company."

Which man was right? Why?

Case III. A community out in the West became concerned about the number of cars that had been stolen. The people who lived there could not believe that the culprits lived in the community, for they had never had any trouble along the line of theft, and besides, the cars disappeared from the town completely. The town officials were at their wit's end to know how to put a stop to such robbery. The local police force was very small.

What was the proper step for the town officials to take?

Case IV. At all hours of the day and night a lieutenant is in charge at the desk in every important police station. It is his business to inspect each member of the force before he goes on duty, to see that he is properly attired and equipped, to keep and call the roll, to note the absences from the force, and to report them to the captain. The patrolman is required to know his post thoroughly, even to learn the names and addresses, as far as practicable, of every resident. He must watch suspected persons and places. He must keep a lookout for unlocked doors and windows at night. He must give information when requested. He must patrol his post constantly until relieved.

Which office seems most important to you, that of captain, lieutenant, or patrolman? Why?

FOR WRITTEN WORK

Suggestion I. Write and dramatize a Safety First play. In a certain school a play called "*The Match Family*" was well done.

Suggestion II. Write a composition on this topic:

What to Do if a Fire Breaks out in a School

Suggestion III. Describe vividly: "A Fire I Once Saw."

READING FOR RECREATION

1. ADAMS, E. C. AND FOSTER, W. D., *Heroines of Modern Progress*.
2. BLACK, J. W., *You Can't Win*.

3. CRUMP, I., *When the Fire Boats Are Called.*
4. ———, *The Boy's Book of Policemen.*
5. ———, *The Boy's Book of Firemen.*
6. FRANCK, H. A., *Zone Policeman* 88.
7. REEVE, A. B., *Craig Kennedy.*

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1. BEARD, H. E., *Safety First for Home and School.*
2. COMPTON, *Pictured Encyclopedia.* F. 45, 47, 154-159.
3. FRASER, C. C., *Workaday Heroes.*
4. HILL, C. T., *Fighting a Fire.*
5. HUNTER, WHITMAN, AND HEROLD, *Civic Science in Home and Community.*
6. MARSHALL, L. C., *The Story of Human Progress.*
7. MAYO, K., *The Standard Bearers.*
8. O'HIGGINS, H. J., *Smoke Eaters.*
9. PARKMAN, M. R., *Heroes of Today.*

For the Teacher

1. BARNES, H. E., *The Repression of Crime.*
2. BLACKMAR, F. W. AND GILLIN, J. L., *Outlines of Sociology.*
3. DOW, G. S., *Society and Its Problems.*
4. FOSDICK, R. B., *American Police Systems.*
5. HART, J. K., *Social Life and Institutions.*
6. HASKIN, F. J., *The American Government.*
7. HAYES, E. C., *Introduction to the Study of Sociology.*
8. KELSO, R. W., *The Science of Public Welfare.*
9. KENLON, J., *Fires and Fire Fighters.*

CHAPTER VI

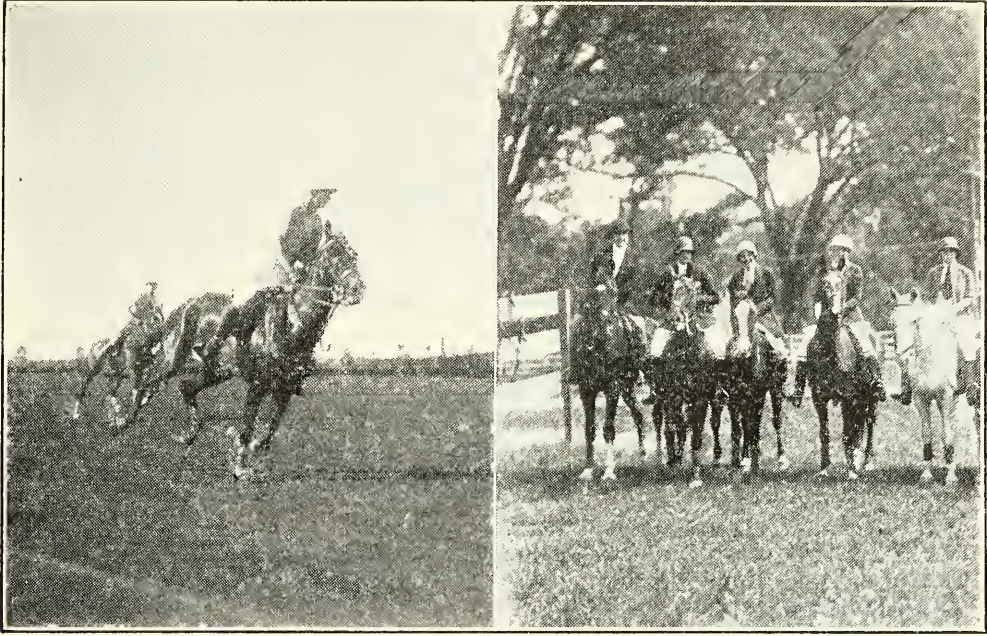
Recreation

The Chapter Message

1. *Recreation is a necessary part of modern living.*
2. *The form of recreation chosen often depends on personal taste and needs.*
3. *What is recreation for one person may be work for another.*
4. *There is enough variety of recreational activity to suit every need.*
5. *Play is a form of physical recreation.*
6. *Reading and music are forms of mental recreation.*
7. *Have a hobby, if possible.*
8. *A community should provide as much recreational opportunity as possible for its people.*
9. *Harmful amusements make recreation ineffectual.*

What Is Recreation? You have heard that, "All work and no play makes Jack a dull boy." Are you becoming acquainted with the art of play?

1. *Recreation Should Be Adapted to Individual Needs.* Recreation is, as the word suggests, a re-creation. That means a making over again, or a renewal of strength. Recreation is a matter of personal taste. What appeals to you as recreation may not be satisfactory to another person. What is mere play for you might prove to be hard work for another. For example, you may like to make airplane models and a friend of yours may enjoy playing handball. Each may like a form of recreation that has no appeal for the other person.



Hobbies are recreational pursuits that make strong appeal to many individuals. What appeal is there in the hobby shown in the first picture? In the second? Do either of these hobbies appeal to you? Are the people pictured above lovers of the out of doors? Of animals? Can a hobby become a profitable enterprise in an industrial sense? Name one that is of this type. Name half a dozen hobbies that individuals take up purely for their recreational value.

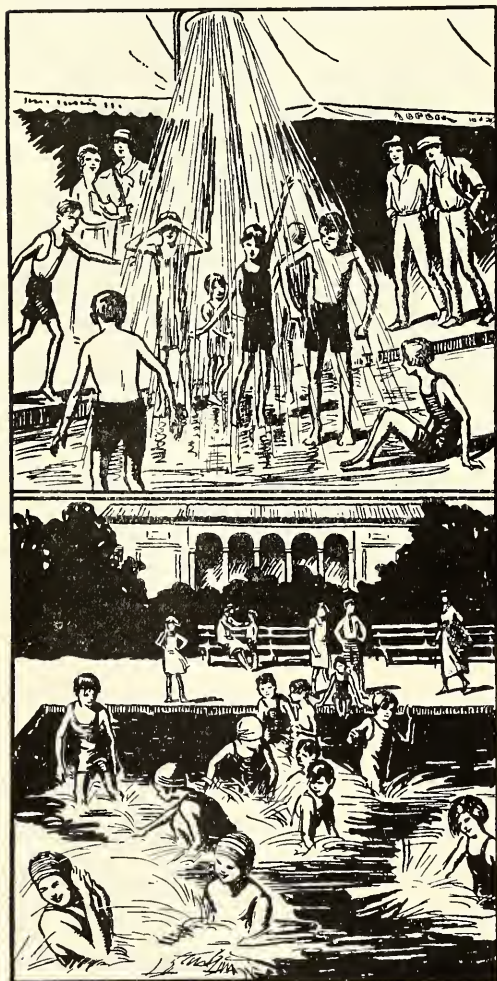
2. *Recreation Affords a Means of Getting Acquainted.* There is a certain girl of fourteen who cannot tolerate any kind of active exercise. Athletic games are tedious work for her. She likes very much to read. While her friends are having fun at tennis, skating, and bicycling, this girl sits quietly by herself reading. It is a form of recreation that gives her great personal pleasure. As a general rule it is better, however, for the individual not only to indulge in active sports for recreation, but also to develop friendship. There is something very companionable about active games, and something that lends aid to character development.

3. *Out-of-door Recreation.* Moreover, many workers are kept at desks, at machines, at all sorts of definite tasks, making it necessary for them to seek recreation out of doors, if necessary, in order to provide physical relaxation for the

body. Bodies become mechanically dull when they are held to one task hour after hour during the working day. They need to be stirred into vigor by activity. Of course there are exceptions. There are people whose physical state

of health forbids exercise. There are many who are engaged in healthful work out of doors. The majority of people not so engaged should, however, indulge in active exercise during their hours of recreation. Recreation is more necessary in our present complicated system of living than it was in the past. The nervous tension at which most of us live needs to be eased. We cannot "let down" by merely thinking or arguing the matter. Recreation is the medicine and the remedy.

In how many kinds of recreation do the members of your class engage after school hours? Is practicing on the piano a form of recreation?



City children are often treated to a summer shower that does not fall from the skies. Frequently public pools are provided, and sometimes private pools are opened to them. How are such opportunities of credit to the community providing them?

Opportunities for Recreation. 1. *The Community Provides for Recreation.* It is

seldom that a child or an adult nowadays lacks opportunities for recreation. Most modern communities provide parks, playgrounds, athletic fields, pools, baths, gymnasiums, concerts,

lectures, libraries, museums, and art exhibits to be enjoyed by the public. Very often their use is free. People living in rural districts are more dependent upon their own resources for recreation. Yet the great outdoors is always an ideal playground for the normal human being.

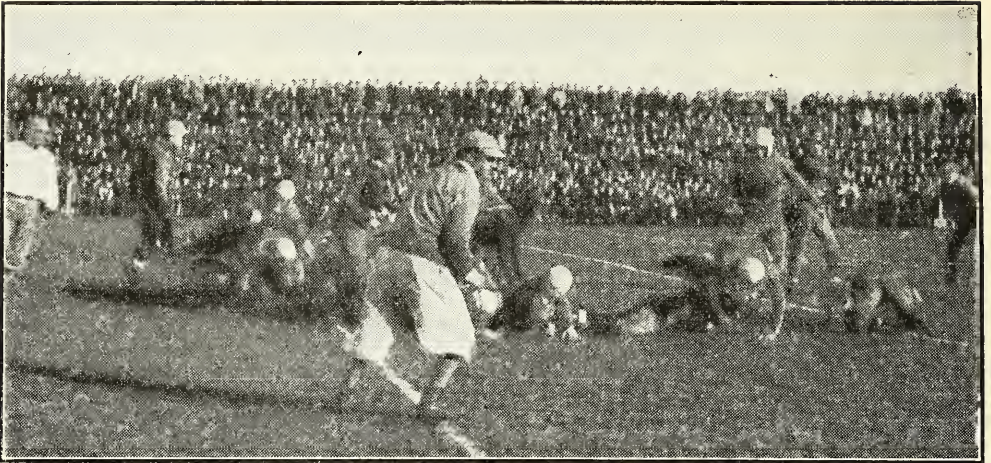
2. *Books and Music.* The individual has a great variety of ways through which he may enjoy his recreation. He has a choice of procuring favorite books for his own bookshelves, or using free public libraries. He may develop his ability to produce his own music, or he may resort to the radio, or he may frequent concerts and recitals, private or public. There is music everywhere to be enjoyed.

3. *Athletics.* If you are athletic, you should have no difficulty in finding companions to share your interest. What boy cannot discover a baseball diamond even in the city? What girl cannot find other girls to join her in basketball or swimming? Athletic recreation in the country proves an easy quest. In the city it is not always so convenient as folks would like to have it, but it is almost always available in some form.

4. *Play Is Essential.* You who are still in school are fortunate. You have not only *chances* to indulge in your favorite form of recreation, but you have *time* for it, as well. The lives of adults generally are so crowded or crushed that they feel excluded from most of the recreational privileges freely used by youth. Play while you are young, and the



Here are two groups of people enjoying opportunities for recreation. Which group would you rather join? Are there any dangers to safety in the first? In the second? What proportion of a young person's time should be devoted to play?



This picture reveals a dual-interest in athletic enjoyment. Can you find it? Have you read the book entitled, "Football and How to Watch It," by Percy Duncan Houghton?

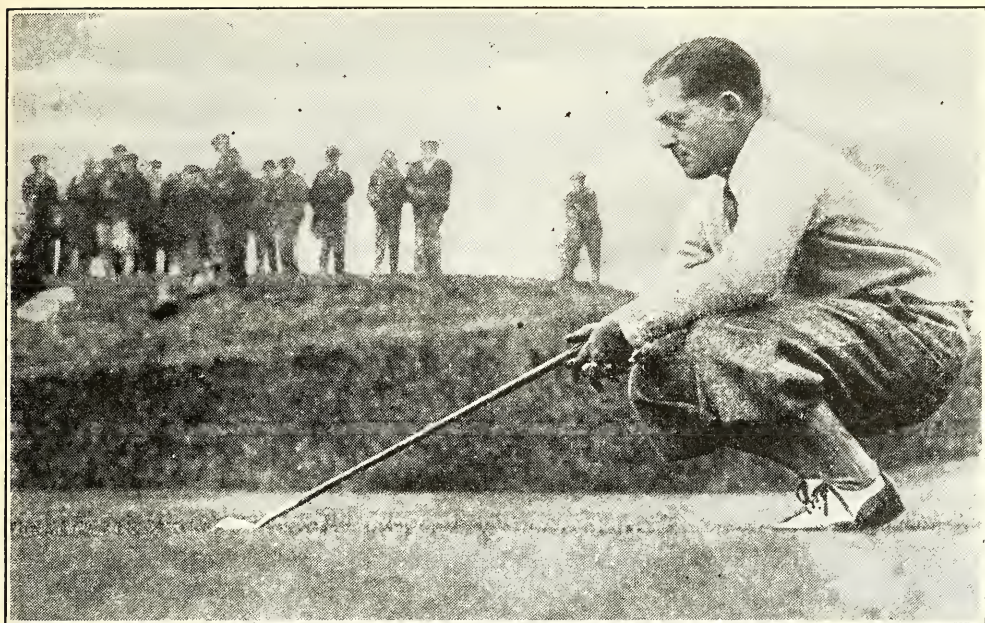
chances are that you never will quite outgrow your love of clean, wholesome sport. The play spirit is invaluable. It graces the person who has it with a more optimistic outlook on life than generally is found among people who cannot or will not relax.

How can city streets be made safe for children's recreation?
How can a city plan recreational opportunities for children so that they will not be compelled to play always in the street?

The Wise Use of Leisure. 1. *Leisure Devoted to Play.* How you spend your leisure hours is as important a problem as how you spend your money. If you live in the country, you have natural playgrounds, such as fields and woods, lakes and brooks. If you live in the city, you can go to the municipal playgrounds that are open under the supervision of trained play leaders, or, in some cases, you can find certain city streets that are blocked off for children and guarded during a definite number of hours against traffic dangers.

Why is it unwise for a city to close its playgrounds because it has some difficulty in meeting the expense of upkeep?

2. *Leisure Devoted to Hobbies.* Many people have hobbies as a form of recreation, such as collecting stamps, playing



Wide World

Golf is an interesting out-of-door hobby. Who is the individual pictured here? Why are the individuals grouped in the background watching so intently? To what extent did this individual develop his skill?

some musical instrument, making models of airplanes or ships, collecting pictures and books, experimenting with chemicals and assembling specimens of plants or animals. A hobby can be a very wise and satisfying form of recreation provided it is well chosen. Hobbies are also interesting indexes to personal tastes and abilities. For purposes of public entertainment some communities use the school buildings as social centers in after-school hours. They are used for plays, music, public speaking, motion pictures, and club meetings. Sometimes an admission fee is charged, sometimes the entertainments are free.

What forms of indoor recreation exist in your school? Which is better, indoor or outdoor recreation? Why? Take inventory of the hobbies among members of your class.

3. *Leisure Devoted to Travel.* Travel is another favorite form of recreation. Boys and girls have hiking clubs.

Grown-ups adventure by auto, train, boat, and airplane. Besides being an interesting thing to do, travel educates and brings about a greater understanding between fellow citizens of the same country, and between peoples of different nations.

4. *Your Leisure May Develop Some Side-line Asset.* Whatever you turn to for recreation, try to select types of diversion that will bring to you the greatest amount of satisfaction, and do not abuse your leisure hours. How much better for a boy to be playing ball or a girl to be roller-skating than to be hanging around street corners in gangs, or dodging the police! Any organized form of recreation tends to develop team work, fair play, and a healthy spirit of coöperation. There are individuals who become so enthusiastic over a hobby that they adopt it as their regular occupation and abandon their original means of livelihood. A certain man was chosen by his church to take charge of its Summer Camp for boys; now he conducts a large and very successful camp of his own. Another man, by profession an engineer, chose organ playing as his recreational diversion; he has become a noted musician and now devotes all his time to playing the organ. Little can some of us tell, when we start out in life, what is to be our most suitable career!

5. *In Modern Times, the Worth of Your Education to You May Be Estimated in Terms of Your Ability to Use Your Leisure Time Wisely and Profitably.* The automobile certainly has provided pleasure trips for many people who otherwise would not have had the opportunity to travel. The problem of recreation grows more pressing with the increase of leisure hours. The laborer has come to feel the need of recreation because he now has more time available than ever. Even the business executive counts on his round of golf and is disappointed when a rainy day prevents it. Yet there are many people who will not take time to relax. They probably would accomplish much more if they alternated recrea-

tion and work. There is a proper balance between work and recreation. You should be able to judge discreetly what proportion of your time is to be devoted to work and what proportion to recreation. The important thing is to set aside a reasonable time for recreation and a reasonable time for



National Park Service

Auto camp sites have become more numerous as the riding public has ventured greater distances. Describe one of these camp sites. The "overnight cabin" camp is a favorite convenience for the autoist. What is the appeal of such places that the hotel or boarding house does not have?

work. Your personal tastes in recreation will help you select some diversion, but the final choice should be based largely on your recreational needs. Harmful amusements can readily destroy the very benefits that should come to you through recreation.

Do you know people who seem never to enjoy life? How do you account for their attitude toward life?

Review. As young citizens you have a great responsibility in the matter of recreation. You owe it to yourself to develop a liking for some form of recreation. You need to budget your time, for hours are precious. You must not confuse the meaning of leisure and play. All your leisure hours do not have to be play hours. There are other forms of recreation besides play with which to employ leisure time. There are a great many club groups in which you can enjoy organized and profitable leisure. You should share some of your leisure hours with companions. If you live by yourself, you run the danger of developing a peculiar and a selfish nature. You miss all the opportunities of the comradeship of team work and good fellowship. Above all, avoid indulgence in harmful amusements. Communities in general make an effort to provide wholesome forms of recreation for both young people and adults, yet there are communities filled also with pleasure places of a commercial nature, some of which are a sheer waste of leisure time for any individual. Finally, you should by all means have a hobby.

ANSWER BRIEFLY

1. Explain: "All work and no play makes Jack a dull boy."
2. What is recreation?
3. What opportunities has the individual for recreation in the city?
In the country?
4. State three characteristics of the wise use of leisure.
5. Why is it that recreation for some might mean work for others?
6. What is a hobby? Of what value are hobbies?
7. What are some forms of organized leisure?
8. Why can a person be judged by the way he spends his leisure time?
9. Why should a person share some of his leisure hours with companions?
10. Name some forms of creditable pastimes in which you believe you could not be interested. State your reasons for your distaste in each case.

FOR YOUR NOTEBOOK-WORKBOOK

For your word vocabulary :

leisure	museum
play	aquarium
fun	zoo
amusement	aviary
work	botanical garden
stadium	art gallery
vandalism	symphony orchestra
rowdyism	observatory

Suggestion I.

1. On an outline map of your community locate, in color, the places provided by *your community*, or *state*, or *national government*, for public recreation.

2. Make a list of all the ways in which your community has contributed to your favorite forms of recreation.

3. Make a list of all the places in your community devoted to recreational activities.

4. Make a list of organizations within your community contributing means of recreational enjoyment, such as athletic clubs, Boy Scouts, Girl Scouts, and so on. State in each case what enjoyment can be gained by becoming a member of these groups.

Suggestion II. Write a description of some place providing a high type of recreational enjoyment *outside* of your community and give reasons why you consider it a desirable type of recreation.

Suggestion III. Suppose that your local government is about to abandon certain recreational facilities in order to economize. Write a letter to the town officials, urging them not to carry out their plan of economy. State your reasons clearly.

FOR YOUR BULLETIN BOARD

Arrange for two successive exhibits. Have one contributed by the girls of the class, and the other by the boys. These contributions will be in the form of pictures. Ask the girls to gather pictures on this topic: "Outdoor sports for girls in our town." Let the boys gather pictures on this topic: "Sports for everybody in town."

FOR DISCUSSION

Full playgrounds make for empty jails.

Walking is an excellent form of exercise.

Hobbies are usually expensive forms of amusement.

The automobile and the radio have done more harm than good to the average human being.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. Jonesville is a small town of moderate wealth. It extends to a city on the north, another suburb community on the west, and to extensive farm lands on the south and east.

Does this community need to provide recreational facilities for its citizens?

Case II. Jane is a morbid child of fifteen. She does not care for active exercise nor for out-of-door sports. She likes to read. Since she prefers to be alone while reading, the other children leave her pretty much to herself. Her mother notices that, although she never seems lonely, she has no friends.

Should her mother encourage her to spend less time with her books and more with her romping playmates? State reasons for your answer. Have you any other suggestions to offer?

Case III. A certain city is becoming so overcrowded that the space for parks and playgrounds grows less and less adequate. Traffic in this city has increased with its population. City streets are poor places for roller-skating, tag, football, baseball, and such games.

Should this city set aside certain streets for playgrounds during after-school hours? Should the police be placed on duty at either end of such streets or would a silent closing, like a wooden horse, be sufficient safeguard? What other solutions to this problem would you suggest?

Case IV. Among the various forms of recreation for young people there are:

camping	dancing	volley ball
golf	Captain ball	quoits
tennis	corner ball	rabbit ball
bicycling	football	touch ball
handball	climbing ropes	soccer
basketball	ping pong	skating, ice and roller
swimming	archery	end ball
track sports	baseball	Newcomb
boxing	dodgeball	Scouting

Can you arrange these sports into two columns, viz., (1) Sports for Girls and (2) Sports for Boys? In how many of these sports have you taken part? Can you add any sports to this list?

Case V. "Eight hours for work, eight hours for sleep, eight hours for leisure."

What do you think of the arrangement of this time program for the day?

Case VI. The following is an editorial printed in *The New York Times*, May 10, 1933.

"Children belong in Central Park, but they have no exclusive title to it. If we insist on thinking of groups and not of the people of the city as a whole, there is another group which is entitled to our consideration. These are the elderly and the old people. They need Central Park even more than the children do, because they cannot, like the children, get much of their fun elsewhere.

"On Manhattan Island in the last Federal census the children of baseball and cinder-track age, boys and girls from 10 to 20 years, numbered 274,000. Persons over the age of 55 numbered 210,000. To these should be added the children under 10, who do not play baseball or go in for field sports; they numbered 241,000.

"Old people and young children thus outnumber the elder children 2 to 1; and old people and young children cannot travel by subway to the outlying parks and open spaces. The young baseball players can and do, in large numbers."

Do you consider the writer of the article justified in his point of view? What recreational activities could New York provide for elderly persons?

WRITTEN WORK

Suggestion I. Go to the library and read about the sports of other nations. Write a paper contrasting our national sports with the sports of other nations.

Suggestion II. Write a theme on this subject: "My idea of an ideal vacation."

Suggestion III. Write a paper proving that good sportsmanship is a fitting foundation for good citizenship.

READING FOR RECREATION

1. CARR, W. H., *Stir of Nature*.
2. EADIE, T., *I Like Diving*.
3. GORDON, D. G., *Around the World in Song*.
4. HOUGHTON, P. D., *Do It Yourself*.
5. JACKSON, B. B., *Opportunities Today for Boys and Girls*.
6. KEELER, H. L., *The Native Trees and How to Identify Them*.

7. KENLY, J. C., *Green Magic*.
8. PRICE, C. M., *A. B. C. of Architecture*.
9. REED, W. M., *Stars for Sam*.
10. SLOSSON, E. E., *Chats on Science*.
11. WHITNEY, L. F., *Pigeon City*.

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1. ADDAMS, J., *The Spirit of Youth and the City Streets*.
2. BEARD, L. AND BEARD, A. B., *On the Trail*.
3. COLLETT, G., *Golf for Young Players*.
4. DOUGLASS, H. P., *The Little Town*.
5. DAWSON, J., *The Boys and Girls of Garden City*.
6. GEBBARD, M., *Hobbies for Girls*.
7. HILL, H. C., *Readings in Community Life*.
8. HOUGHTON, P. D., *Football and How to Watch It*.
9. SERVICE, R. W., *Rhymes of a Red Cross Man*.
10. SMITH, A., *What Literature Can Do for Me*.
11. TILDEN, W. T., *The Art of Lawn Tennis*.
12. WHITE, S. E., *The Mountains*.

For the Teacher

1. BINDER, R. M., *Major Social Problems*.
2. BINFORD, J. F., *Community Responsibility for Delinquency*.
3. CUTTEN, G. B., *The Threats of Leisure*.
4. ELSOM, J. C., *Community Recreation*.
5. JACKS, L. P., *Education through Recreation*.
6. LUMLEY, F. E. AND BODE, B. H., *Ourselves and Our World*.
7. NORTH, C. C., *The Community and Social Welfare*.
8. OSBORN, L. D. AND NEUMEYER, M. H., *The Community and Society*.
9. RIIS, J., *How the Other Half Lives*.
10. STEINER, J. F., *Americans at Play*.

CHAPTER VII

Education

The Chapter Message

1. *Education is of value to the individual and the community.*
2. *Education has a long interesting history.*
3. *The two main types of schools in the United States are public and private schools.*
4. *The public school system is supported and controlled by society through government.*
5. *There are elementary, secondary, and special schools; also colleges and universities.*
6. *There are other agencies of education besides schools and colleges.*
7. *The curriculum is the course of study. This varies in different localities. Many schools have introduced a guidance director whose duty it is to assist parents and pupils in a better understanding of the school program, and to help the child select his school subjects and activities.*
8. *The taxpayer is responsible for the financial support of our public school system.*

The Value of Education. 1. *Being Educated.* You perhaps are wondering where this process of being educated is leading you. The goal depends largely on your ideals. It can help you to reach all sorts of worthy or unworthy goals. Your school days occupy only a short span of your life. The school places before you possible life programs, or careers,

and helps you to choose the one best suited to your various abilities ; it also encourages you and directs you in forming correct mental habits so necessary in every well-ordered life. Even after you have completed the various prescribed courses of study, you continue throughout life to store your mind with information on different subjects, but the way in which you use this information is pretty well determined by the mental habits formed during your school years.



Some men are content to dig ditches, others prefer to become mental leaders. Does the type of work always indicate the degree of education ?

Education means more than the mere acquiring of information ; it should help one to understand as well as to possess information. Many attempts have been made to define the term education. John Ruskin said of it : "Education does not mean teaching people what they do not know ; it means teaching them to behave as they do not behave." Ernest Thompson Seton has declared that "*manhood* not scholarship is the first aim of education." A certain philosopher once observed about education : "There is quite as much education and true learning in the understanding analysis of an ear of corn as in the analysis of a complex sentence, or in the ability to analyze plant roots as in the study of Latin and Greek roots." In other words these thinkers are

convinced that book learning is not necessarily a mark of education. Books are an aid to education. We use them as a medium of distributing and explaining facts and thoughts. We supplement them with practical demonstrations of what they say in print.

Read the first nine chapters of the book of Proverbs in the Old Testament. What is said there about wisdom and understanding? What is your idea of an educated person?

2. *Educating the Individual.* Of what value is education to the individual? It aids him to make more rapid advancement in the line of work in which he is especially interested. Education helps the individual to grasp the greater opportunities which are extended to him. These opportunities may be in the nature of added intellectual and social enjoyment as well as business advancement.

The educated individual is well-informed and has trustworthy judgment, whether he be self-educated or school-educated. Education results in the ability to do things, in the power to create, in the capacity to adjust oneself to circumstances and conditions, and in a due appreciation of the other person's rights. A real test of education is the ability to work out an intelligent plan of living. There are other ways and other places besides the schoolroom to secure an education. The self-educated person deserves a great deal of credit. But it is more difficult to acquire a satisfactory, general education on your own initiative and unaided than to get it with the help of skillful teachers in school and college. Some people never appreciate the benefits of education, others cannot get enough of it.

3. *Intelligence Is Not Education.* Intelligence is the power to learn. You know people who never had much schooling, but are very intelligent. It is a great pity that a person with high intelligence should be uneducated. Why? Because, with education, an intelligent person can get so much more satisfaction and enjoyment out of living.

In what ways may experience be a very poor teacher? Do you know any men in your community who have been very successful, though they never went to high school? How do you account for their success? Could they accomplish as much today uneducated? What successful men do you know who went through high school and college? What is meant by a "successful" person?

4. *Educating the Community.* What are the benefits of educating the community? By means of organized instruction in the schools, an opportunity is provided for the younger generations to study the principles of right and profitable living. Public schools are maintained in the hope that they may produce more intelligent individuals, more efficient workers, trained leaders, more intelligent and painstaking voters, and a more coöperative and prosperous citizenry. In the later chapters of this book you will read about the interdependence of government and the individual. The future of our country rests upon the younger generation, always. If a new generation is allowed to grow up untaught and unlearned can you not see how that would imperil our America of tomorrow? Juvenile citizens, like yourselves, must be prepared to shoulder the problems and responsibilities which you will have as adult citizens. You will discover that government in our country is not merely the process of voting and the holding of office. Our governments perform many public services in communities, in the states, and throughout the nation. To have services performed by government employees, such as those performed by traffic officers, mail carriers, teachers, librarians, chemists, biologists, foresters, engineers and many others, we must have an intelligent citizenry.

In what other ways than those just mentioned is a public school system of benefit to the individual? To the community?

Early Methods of Education. The ancient peoples had no organized or certain plan of education. In Egypt only

the scribes who prepared the written documents were educated. In ancient Greece the methods of education were more highly developed, and in some city-states there were schools for boys. Socrates, the philosopher, used to stand on the street corners and gather youths around him for his famous talks on the art of thinking. After the decline of Rome education was directed by the church ; that is, in the Middle Ages nearly all the schools were church schools.



These are Babylonian boys learning to write. What are they using in place of pencil and paper? Was the learning of the Babylonians of any value to later civilization?

In the colonial period of American history, the New England Colonies made efforts to provide free public schools, but the progress was slow. In the last hundred years, however, the appreciation of education has become so general throughout the United States that our country now stands at the head of the world's list of nations offering educational opportunities.

In an European-history textbook find out about the schools that Greek boys and Roman boys attended in ancient times. If possible, secure from the library a copy of Rallo Walter Brown's "How the French Boy Learns to Write," and make a report on the methods of teaching used in French classrooms that are different from the methods used in our classrooms.

Our Schools Today. Our school systems have much the same structure throughout the forty-eight states. In each state there are schools from the kindergarten to the university. The public schools are supported by public taxes ; and the private schools by paid tuitions, by private endowments, or by church funds. The increase in the number of children attending our public schools in the past thirty years has been very great, and has required that the school

day be lengthened and that much additional equipment be provided. Also, more subjects are being taught to meet the needs of the varying types of pupils. These increasing demands have necessarily increased the cost of education.



Compare this Middle Age type of education with the present day schools. What advantages did the old-time method of education offer which we cannot enjoy today in our public schools?

Should a state force all its children to go to the public schools? How much more would it cost your state and local community if all the children who attend private schools changed over to public schools?

1. *The Kindergarten.*

This school is the first rung on the public school ladder. To it come many children as young as three or four years and some as

old as seven or eight. Largely through the medium of play these young children are taught important habits, such as neatness, kindness toward their playmates, unselfishness, cooperation, and obedience.

2. *The Elementary Schools.* These schools begin with the first grade and continue to and through the sixth and frequently through the seventh and eighth grades. In the elementary school the pupils are taught the fundamental or elementary lessons which no person can afford to be without. Among the subjects taught in the elementary schools are the "three r's" (reading, writing, and arithmetic), history, science, health, art, music, and geography. When a pupil completes his grammar or elementary school education he is ready for entrance to high school. There may

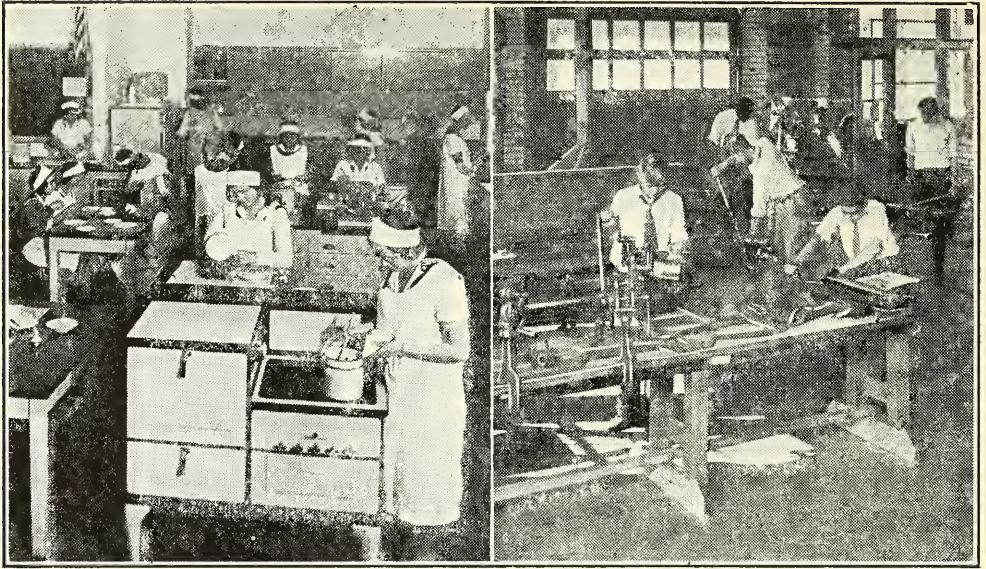
be a junior high school for the seventh, eighth, and ninth grades, and a senior high school for the tenth, eleventh, and twelfth years. This arrangement seems to be best for smaller school systems, although it has been adopted also by several of our largest cities.

Do you think that such activities as debating, dramatics, athletics, and music should be called "extra curricula," or do you think they should be as much a part of the course of study as mathematics, foreign languages, and science?

3. *The College and University.* In a few communities a junior college has been established for those who can afford only two years of advanced study beyond high school. In most colleges, however, a full four years of advanced study is offered to high school graduates. There are several kinds of colleges, such as those for the study of the arts and sciences, of engineering, agriculture, and teaching. A *University* is a group of colleges. Many colleges, especially those grouped in a university, offer not only the four years of undergraduate work, but also post-graduate work. Some special colleges, in fact, are open only to students who have already done some work in other colleges.

4. *Special Schools.* *Vocational schools* offer courses that are intended to help prepare the student for a definitely selected occupation. In such schools a pupil can secure practical training, on the "shop plan," in dressmaking, cooking, agriculture, mechanics, millinery, carpentry, electrical work, radio work, and aviation. For those who are mentally and physically handicapped there are other schools of a special type. For the blind, the deaf and dumb, the crippled, and the mental defectives there are schools to meet their needs.

Some communities have established *summer schools* for a period of study during vacation months. In them a pupil can make up lost credits or gain advance points for his school course.



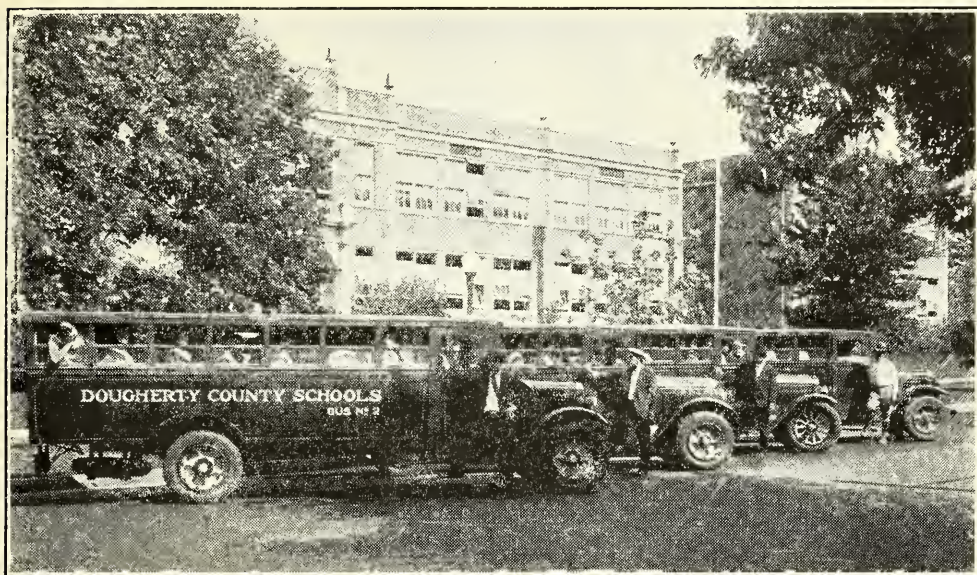
Norton's Schools

Our high schools sometimes offer various courses of an industrial nature. What training are the girls and boys in these pictures receiving? Have you chosen any courses of this type? Do you prefer them to the academic courses? If so, why?

In many city communities there are night schools which can be attended by students old and young. In *evening schools*, English, history, the commercial subjects, and naturalization classes are especially appealing to adults who did not have the opportunity to attend school when they were young.

There are *extension courses* in many subjects offered by universities to students who cannot attend the regular classes. Sometimes these courses are given as branch classes in communities distant from the one in which the university is located, sometimes they are given by correspondence through the mail.

5. *Rural Schools.* Rural districts have not been remiss in recognizing their educational responsibilities to the citizens of their communities. Not so long ago, the little one-room rural schoolhouse represented all the educational opportunity offered to the country child. In it were crude benches, a wood-burning stove for heat, all the grades from the first through to the eighth, and one teacher. Now a



This type of consolidated school has many advantages over the one-room schools replaced by it. What are some of the advantages?

new type of rural school — the consolidated school — is taking the place of the old-fashioned country school. All the children of a district — and sometimes the children of several districts — attend one large central or consolidated school, many of the pupils being carried there by busses. This sort of group organization gives the children the advantages of better teachers and better equipment.

6. *Private Schools.* Among the private schools are the parochial schools, that is, those maintained by church bodies, such as the Catholics, the Lutherans, and others. Many religious denominations support and conduct preparatory schools and colleges. There are private preparatory schools for students who do not wish to attend the public high schools, and there are finishing schools for those who can afford to pay high prices for their education and who wish more social training than is given in public schools.

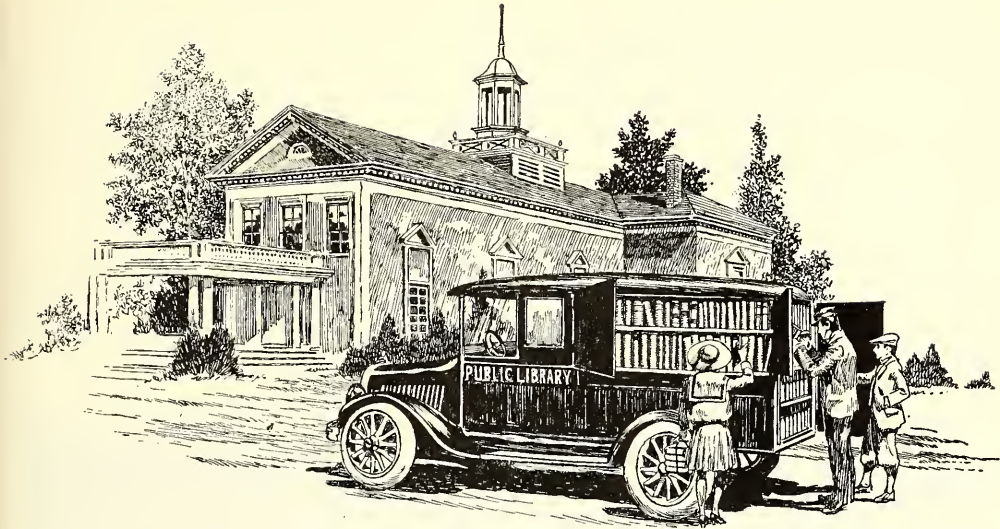
To what extent should public school buildings be used as social centers after school hours? Is there any reason why the public school buildings should not accommodate branch or circulating libraries?



What is there about a public reading room that is companionable? Why must it be kept quiet? Why must readers seek the aid of the librarian in selecting books? In finding books?

Other Agencies of Education. Schools are not the only agencies of education. The church, the home, libraries, newspapers, magazines, lyceums, public forums, Chautauqua lectures, the radio, motion pictures, and playgrounds furnish opportunities for teaching and learning. Government bulletins are widely distributed throughout the United States and are a valuable aid to the householder, the farmer, and the members of various professions. The teaching power of the printed page cannot be measured. Libraries are popular and invaluable means of education. Some libraries feature more than books; they hold exhibits and provide lectures free to the public. Some have the children's story hour when the beginners can hear the famous stories of literature told by some one skilled in the art of story telling. Many libraries have "traveling trucks" that carry books to outlying districts whose people are unable to visit the main library to make use of its services. There is no doubt that we can learn much also by means of intelligent conversation with others who are well-educated either through experience or schooling.

What means do you use to improve your ability as a conversationalist? Why is it equally important, sometimes, to be a good listener?



Explain how a library on wheels carries to outlying districts reading benefits they would not otherwise be able to enjoy.

The School Program. There are several influences that might keep a child from school if there were not laws compelling his attendance. Sometimes lessons and school life are distasteful to young people who look upon their school days as monotonous and useless. This causes truancy, which must be checked if the state wishes to put its educational tax money to its fullest use. Selfishness of parents sometimes keeps children out of school. Some parents figure that inasmuch as *they* were not school-taught their children need not be. Some parents regard children as a source of income for themselves, and so send them to work as soon as the law allows.

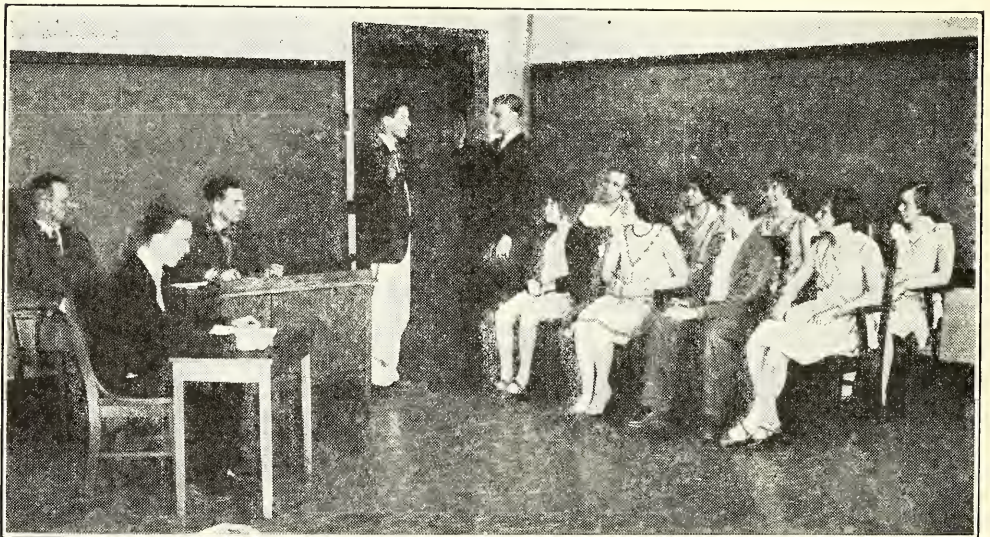
In order to set up a program of school training which will meet the needs of the learners, those in control of our public school system have set up definite aims and purposes. A Commission representing the National Education Association has announced seven leading objectives or goals in education, as follows :

1. Health.
2. The ability to meet and mingle with others.
3. Worthy home membership.

4. Recognition of the value of a vocation.
5. Good citizenship.
6. Worthy use of leisure.
7. Development of character.

Can you mention something that your school does to attain each of these seven objectives?

Pupil Guidance. All along the line efforts are being made to direct the pupil into educational channels best suited to



The Nation's Schools

Student government is a feature of many high schools. Where is the jury? Is it composed of students? Is the presiding officer a student? Are there any faculty members present?

his abilities. Many modern high schools have a *guidance director* who devotes all his time to advising pupils and their parents. This method of adjustment between the pupil and his school has done much toward shaping the foundation of careers and directing them. At the early age of 13 or 14 boys and girls do not know exactly what school course to pursue. In many of the large school systems there is a *psychiatrist* who makes a study of the cases of children who seem to have difficulty adjusting themselves in school. All sorts of special opportunities are offered for the pupil who

displays exceptional abilities. In English courses, for example, there may be creative groups where poetry, short stories, essays, and plays are produced under the laboratory method.

What will help you to decide what you want to make your life's work? What do you think you should be getting out of your school life, right now? Is your home life making you a better school citizen? Is your school training helping you to be a better member of your home?

The Organization of Public Schools. Each state is responsible for the creation and support of the public schools within its boundaries. The national government, however, has given aid to the states for this purpose. For example, it made large gifts of public land for the support of colleges of agriculture and the mechanic arts in all the states. In 1917 the Smith-Hughes Act voted national aid to the states for assistance in vocational education. But we do not have a nationally organized system of educational control. There is a United States Bureau of Education, but it has no actual supervision over the educational system in operation within the states. It studies the program of education throughout the nation, issues reports on its findings, and gives advice when requested to do so. The chief educational institutions actually controlled by the national government are the Military Academy at West Point and the Naval Academy at Annapolis.

The head of the state school system, in most of the states, is called the Superintendent of Public Instruction; in others, the Superintendent of Education, the Commissioner of Education, or the Superintendent of Public Schools. His office is elective in some states and appointive in others. To him all local schools and school boards turn for information as to state requirements in the state school system. There is usually, too, a state Board of Education to

supervise the school system. The state board and state superintendent do much to determine what kind of schools shall exist within the state ; and they determine what persons shall be licensed to serve as school teachers. In each county, usually, there is a county Superintendent of Schools to aid in the work of supervision, and in each city a city Superintendent of Schools. The head of each large school, under whose control the other teachers work, is usually called a Principal.

Who is your state superintendent of public instruction? What is his title? Do you have a county superintendent of schools? If so, what is his name? Have you ever seen him? What are his duties? Who is the supervisor directly over your teacher? What are the supervisor's duties?

The Support of Public Schools. In earlier days the local government was almost entirely responsible for the financial support of the public schools. Formerly, too, only the children of the upper classes received a high school education. The rapid growth of our high schools — sometimes called the people's colleges — and that of our elementary schools as well, has placed the maintenance of these schools beyond the capacity of local revenue. To meet the demands of our expanding school program the state now contributes to the support of education.

A real estate agent said, "The first question people ask me is, 'What kind of schools does this community have?'" What does this indicate? What school conditions might keep a man with a family from locating in a community? Show how it pays *financially* for a community to have a good school system.

Review. Count yourself very lucky for receiving a good school education. The chances are that you would fall by the wayside if your education were a matter of your own unaided aim and wishes. Not one in a hundred individuals has the will power to get for himself the training and education that our free school system provides.

ANSWER BRIEFLY

1. What is the value of education to the individual? To the community? What are three or four good tests of an education?
2. Name some of the various types of public schools in the United States today.
3. What are the successive steps (schools) in the public school educational ladder of learning?
4. What are private schools? consolidated schools? vocational schools?
5. Name the seven objectives of education.
6. Name some other agencies of education besides the schools.
7. What is *guidance* in the school program?
8. How is the public school system supported?
9. What are the functions of the local community as distinguished from those of the state in the matter of education?

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

education	understanding
graduation	school spirit
intelligence	continuation school
learning	vocational school
self-education	consolidated school
guidance	curriculum
wisdom	extra-curricular

Suggestion I.

1. Write a list of all the textbooks you are using at present. State the full title, author's name, publishing company, and the subject in which the text is being used.
2. Find out the statistics about each of the following in your school and set them up in the form of a table in your notebook.
 - a. number of pupils.
 - b. number of teachers.
 - c. number of janitors.
 - d. number of clerks.
 - e. number of classes in each grade.
 - f. percentage of attendance (last month).
 - g. percentage of last year's classes that did not return to any school this year.
3. List the different kinds of schools, public or private, of which you have personal knowledge. State the location of each school in your list.

Suggestion II. List ten reasons why you believe the modern American girl and boy should receive a high school education.

Suggestion III. List the agencies, other than schools, in your community, county, and state, which you believe assist in giving a general education to the public. Underline those that are free of cost.

Suggestion IV. Obtain from the library a copy of Davis's "A Day in Old Athens" or Davis's "A Day in Old Rome" and read the chapters dealing with education. Write a composition contrasting education among the ancients with education as it is established today.

Suggestion V. Outline your high school courses of study by years.

FOR YOUR BULLETIN BOARD

For this chapter on education arrange a picture display. Post pictures of as many of the public schools of your state as you can collect. It would be interesting to divide this display into three distinct groups, viz., (1) Colleges and Universities in Our State, (2) High Schools in Our State, (3) Schools in Our Community. Make your display as neat as possible and be sure that each picture posted is properly labeled. These pictures may be post-card views, actual photographs, and illustrations culled from catalogues or bulletins. Any state college and university will be glad to furnish pictures for such a purpose upon written application. Remember school students enjoy seeing schools — their own and others.

FOR DISCUSSION

A compulsory school attendance law is wise in a democracy.

A high school *free* public education is a needless expense to the community.

A person can become self-educated, after graduation from grammar school, as well as he can be educated in high school.

If the activities of your school were to be curtailed to reduce expenses, what activity do you think should be dropped first? What activity should be the last one dropped?

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. Mr. Smith, a high school graduate, at the age of thirty-nine, never has been able to make a success of his business enterprise. He has tried one line of work after another and failed. He feels that the expense and time given to four years of secondary training were a total loss in his case. He wishes he had left school when he was sixteen.

Is the failure of Mr. Smith necessarily the fault and responsibility of the high school?

Case II. Mina Morton is sixteen. Because school is distasteful to her she wants to leave it and go to work. But her mother insists that Mina finish high school. She realizes what future benefits Mina will have by being educated in high school. Mina does not appreciate the value of an education, although she receives high marks in her studies.

Should Mina be allowed to leave school? If not, why not; if so, why so? Would you give any different answer if Mina's case were that of a boy instead of a girl? Why?

Case III. A well-known educator once was asked to make a list of some practical things education can accomplish for the individual. His list was short. Its items were these: (1) improves health, (2) develops worthy home membership, (3) teaches social coöperation, (4) prepares for life's work, (5) develops character, (6) inspires better use of leisure.

Do you agree with the foregoing points set up as educational aims? Would you add any others?

Case IV. A prominent educator in one of our large cities submitted to the Board of Education these fifteen qualities of character which are, he says, the aims of our high schools of today: (1) the will to perform all tasks as perfectly as possible, (2) the use of effective methods and habits of work, (3) the power and habit of analysis, (4) having a constructive critical-mindedness toward life, (5) being open minded and intellectually sympathetic, (6) being tolerant toward one's fellow men, (7) having courage and imagination, (8) being dependable, (9) aware of moral obligations, (10) having respect for craftsmanship, (11) finding joy in creative ability, (12) being intellectually curious, (13) having a sense of obligation, (14) having a sense of freedom, and (15) having a spirit of coöperation.

You are a high school student. Do you believe a high school training can do all this for you?

Case V. Hugh attended a public high school. He came home each month with a report card filled with failing marks. He was not interested in any of his studies. But he was fond of athletics and spent all his leisure time with the various competing high school athletic teams. His father finally became so disgusted he withdrew Hugh from the school and sent him to a private school where, he hoped, his boy would be given more strict supervision over his studies.

Was Hugh's father right? What do you predict about Hugh's career in private school?

WRITTEN WORK

Suggestion I. Write a short paragraph on the value of public lectures or public concerts.

Suggestion II. Write a reminiscent autobiography of your school days up to the present.

Suggestion III. Write a list of advantages you believe could be gained by the citizens of a community in time spent in the following places :

Botanical gardens	Aquariums
Zoölogical parks	Museums of science
Museums of art	

Suggestion IV. Many boys and a few girls are stamp collectors. If you happen to be one, write a few paragraphs explaining how this hobby is both interesting and educative.

Suggestion V. Try writing a mock-court trial. Have the offender brought up on the charge of truancy. Bring out in your court procedure, and in the verdict, the fact that truancy is proof of a lack of civic responsibility and an evidence of vagrancy and deceit on the part of the wrong-doer. The teacher will give you the background details of court conduct of cases.

READING FOR RECREATION

1. EGGLESTON, E., *The Hoosier Schoolboy*.
2. EGGLESTON, E., *The Hoosier Schoolmaster*.
3. GOLLOMB, J., *That Year at Lincoln High*.
4. HUGHES, T., *Tom Brown's School Days*.
5. JOHNSON, O., *Stover at Yale*.
6. LARCOM, L., *New England Girlhood*.
7. MCNEELY, M., *Rusty Ruston*.
8. ROTHSCHILD, S., *Stories Postage Stamps Tell*.
9. SNEDEKER, C., *The Spartan*.
10. TARKINGTON, B., *Seventeen*.

A WORKING BIBLIOGRAPHY

I. *For the Pupil*

1. ADAMS, O. F., *Some Famous American Schools*.
2. BLISS, W. B., *Your School and You*.
3. BOYD, W. B. AND MACKENZIE, M. M., *Towards a New Education*.
4. DICKINSON, M. S., *Vocational Guidance for Girls*.

5. HILL, H. C., *Readings in Community Life*.
6. ODUM, H. W., *Man's Quest for Social Guidance*.
7. SMITH, H. L., *Your Biggest Job, School or Business?*
8. WOELLNER, F. P., *Education for Citizenship in a Democracy*.

II. *For the Teacher*

1. ADAMS, J. T., *The Epic of America*.
2. CABOT, R. C., *What Men Live By*.
3. CARR, W. G., *Education for World Citizenship*.
4. COUNTS, G. S., *A Challenge to American Education*.
5. CUBBERLEY, E. P., *A History of Education*.
6. CUBBERLEY, E. P., *Public Education in the United States*.
7. ELLWOOD, C. A., *Man's Social Destiny in the Light of Science*.
8. GLUECK, E. T., *Extended Use of School Buildings*.
9. JACKS, L. P., *Constructive Citizenship*.
10. MIMS, M. AND MORITZ, G. W., *The Awakening Community*.
11. MOORE, C. B., *Citizenship through Education*.
12. RUGG, H. O., *The Great Technology*.
13. Tenth Yearbook — Character Education. Department Superintendence, N. E. A.
14. Education in North Carolina — 1900 and Now (Published by N. C. Education Association, Raleigh).

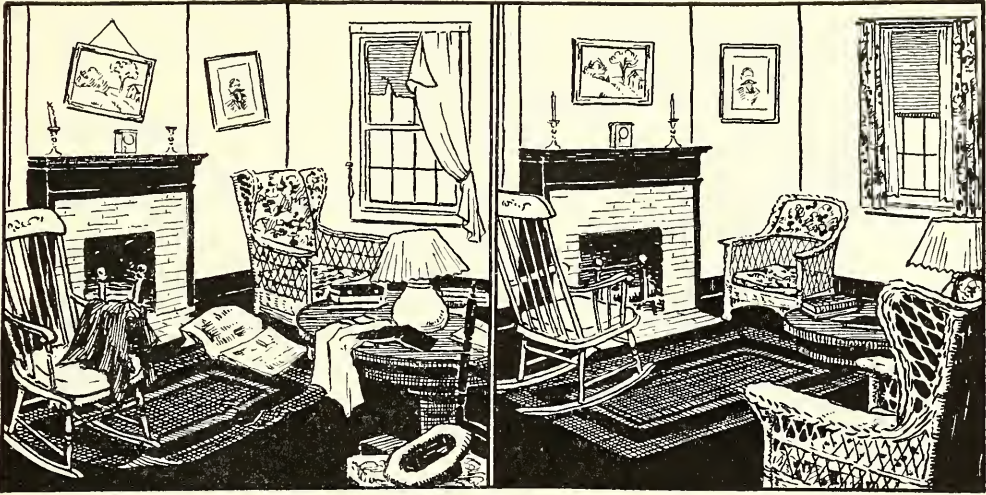
CHAPTER VIII

Civic Pride

The Chapter Message

1. *Physical appearance is an indication of pride.*
2. *Community pride is as essential to group living as personal pride is to individual living.*
3. *Cities and towns grow in two ways. The preplanned community is likely to have a more comfortable growth than does the community that is not pre-planned.*
4. *There are two methods of city street planning, namely, the checkerboard plan and the spiderweb plan.*
5. *Community planning involves many considerations, among them zoning, the width of streets, the height of buildings, provision for recreation, the smoke nuisance, the noise nuisance, the sign nuisance, the preservation of natural beauty, and the removal of slum conditions.*

Pride. Personal pride usually is shown by the interest a person takes in himself. Fortunately this sort of pride does not depend on wealth. Any person, poor or rich, living in the city or in the country, can show the amount of personal pride he has by the way he keeps himself. Physical appearance is an indication of pride. A clean body covered with clean clothes indicates pride of person. There are other evidences of self-respect. A person who aims to live decently will not want to dwell in a house that is filthy. He will not want his home to be in a dilapidated section of the



What difference in personal pride do these rooms express? What lesson is to be drawn from this picture?

community if he possibly can help it. He will not want to endanger his personal reputation by associating with companions of questionable character. He will not want his mind to descend to a plane of vulgar thinking. In fact, an individual possessing personal pride will keep a watchful eye on his physical, mental, and moral standard of living.

It is the same with a community, which is a group of individuals. A community lacks pride if it is contented with shabby-looking, ill-kept streets and houses. A community lacks physical and moral character if it shows little concern for its health, little interest in its poor, little attention to its sanitary conditions. Try to imagine a community, large or small, that does not have a school; one that has no museums, libraries, parks, or public buildings. Can you imagine how easily the dwellers in such a place would lose much of their zest for living? Ball grounds, tennis courts, parks rich in trees, flowers, and shady walks, band-concert stands, impressive city halls, attractive schools — all these are the outward expression of civic pride.

What evidences of civic pride can you point to in your community? How can rural communities display civic pride? Of



A coat or two of paint makes a great difference in the appearance of a house. What effect has a nicely painted house on the tone of the neighborhood?

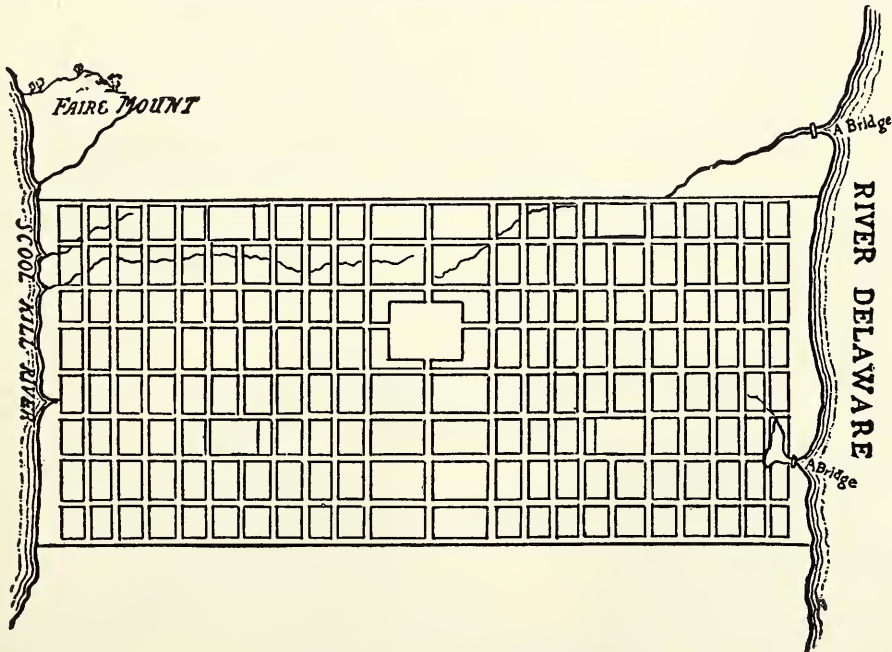
all the communities you know which one do you think the most attractive? Why? Many fine roads have been built through the rural districts. Do you think these roads have had any effect on the pride of the owners of adjoining property?

How Communities Grow. Unfortunately the average American community grew like Topsy. That is to say, very little thought was given to the manner in which the community was to develop. It just grew, this way, or that, by chance. Perhaps a group of pioneer settlers was attracted to a certain spot because it bordered a river, or possessed fertile fields, or had a fine natural harbor. Whatever the reason for settlement, early dwellers almost never deliberately planned in advance the future growth of their community. The average community outgrows its childhood days very rapidly and expands into age awkwardly because no provision has been made for the needs of future generations. Generally, if a community decides to preplan for its future, a Civic Planning Committee is formed to study the situation. The best such a committee can do is to "recondition" the community in accordance with modern methods of community living. This is not always satisfactory. In the case of some of our oldest and largest

cities, the Civic Planning Committee has been at its wit's end for ways and means of readjusting a badly distributed population. Factories spring up alongside residential areas, and markets crowd their way into sections that, without them, might have been made into much-needed playgrounds. Many cities are experiencing the disadvantage of narrow streets, found to be totally unfitted for present-day traffic. Serious complications arise when a narrow street needs to be made wider.

Can you think of any changes that are needed in your community to offset the effects of unplanned growth?

City Planning. Is it really possible to preplan a community? Yes, but it is not easy. Who knows far enough in advance whether a settlement will grow north, west, east, or south? Who can be sure whether a favorable geographic environment today will seem just as attractive some future day? However, a well-thought-out plan can take care of the important fundamentals of city growth. It can

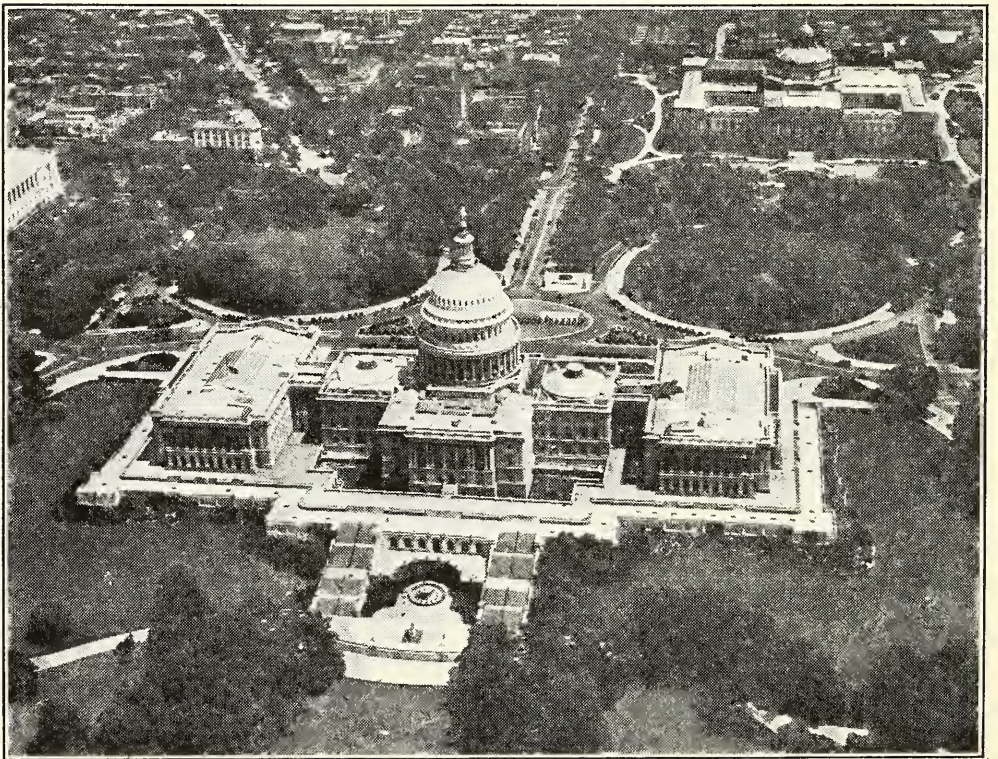


William Penn made a plan for Philadelphia as he thought it should be, and Thomas Holme so marked it out that the location would extend from river to river. A plot of ten acres was left in the center to be used as a playground.

make definite arrangements for residential sections, for business sections, for recreation centers, and for public buildings. Convenience is the keynote of community planning.

1. *The "Checkerboard" Plan.* There are two well-known methods of laying out a city so far as streets are concerned. One is called the checkerboard plan; the other the spider-web plan. The checkerboard plan is the one that has been most generally used throughout our nation. Philadelphia, preplanned by its founder, William Penn, was laid out checkerboard fashion. But Penn did not visualize the wider streets that his city would need in the future, and did not make provision for restricted sections, that is, sections for definite purposes.

2. *The "Spider-web" Plan.* A Frenchman, Major Pierre L'Enfant, used the spider-web arrangement in planning our national capital, that is, a basic group of main streets or



Our national capital.

Ewing Galloway, N. Y.



Spruce Falls Power and Paper Co.

On the site of a wartime prison camp, careful preplanning designed this modern city.
Can you discern from this view any definite pattern or plan?

avenues extending out from the center like the spokes of a wheel. This plan not only permits the inhabitants to move about from section to section with greater convenience, but gives an opportunity for the location of important buildings or small parks where the diagonal avenues intersect the ordinary square street blocks. Another case of the spider-web plan is seen in the diagonal streets leading to the "Loop" in Chicago.

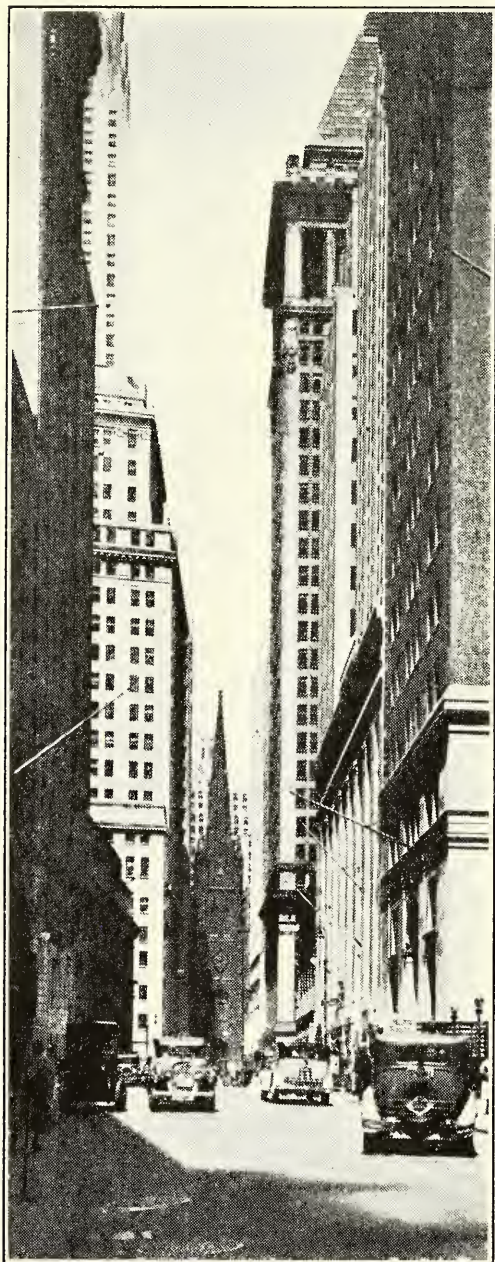
How about the city or town in which you live? Was it preplanned? Was it selected by accident or design? Was the site wisely chosen? Has the town outgrown its limits? Does it have a Community Planning Committee to study its growing needs?

Preplanning. Only new towns and cities can be wholly preplanned. Usually old settlements are not changed extensively unless they are completely destroyed by catastrophe, as by a flood, or by fire, or by earthquake, and a new

town or city is built on the ruins of the old one. Old communities plan the growth of their outlying districts and

improve the "center" as best they can. Many things must be taken into consideration in civic planning and management.

Zoning. By this scientific method of providing for city growth the community is divided into prescribed districts or zones. Each zone has a definite purpose. The residential zone, for example, is set aside exclusively for dwelling purposes and must contain only certain types of buildings, such as homes and sometimes apartment houses. It has its own regulations as to height of buildings and open spaces. Schools, churches, libraries, museums must be near by, grouped as a civic center. Adequate space between buildings is provided for. If "row" houses are permitted, the distance from the street and the amount of space in the rear are indicated. A business zone does not have buildings of this type. It contains stores, shops, factories, and the like.



Ewing Galloway, N. Y.

This is Wall Street, N. Y., bounded by skyscrapers and Trinity Church. The fact that the church was located here long before the surrounding buildings were erected accounts for its presence in this unusual location.

The municipal buildings, post office, and other buildings of civic importance must be of easy access to the business district.

Planning Problems. The city that has experienced a random growth has many perplexing problems to solve. The following are characteristic subjects for study by the Civic Planning Committee :

1. *Streets.* The width of new streets must be decided upon. Whether or not it is advisable to cut diagonal streets through thickly settled city blocks is a matter to be weighed with care. The problem of traffic regulation is frequently difficult to solve. The wider streets or main thoroughfares are allowed two-way traffic and the narrow side streets are used for one-way traffic only.

2. *Buildings.* Many communities restrict the height of buildings. Skyscrapers, if the construction is not properly supervised, may become fire traps and an obstruction to the circulation of fresh air and sunlight. Most modern skyscrapers, however, are fireproof and are equipped with every device necessary for convenience, safety, and health.

How do the upper stories of tall, city buildings differ in appearance from those built 25 years ago? Why?

3. *Recreation Centers.* Provision for parks, playgrounds, and recreation centers is another serious problem of city planning. Park systems must be planned far ahead and, if possible, should be linked up with main thoroughfares, so that those who seek open spaces apart from the crowded city need not walk or drive several miles to reach them. A city can provide relief from the monotony of its paved streets by bordering the sidewalks with suitable trees, and by placing shrubs, flowers, and fountains at appropriate places.

4. *City Slums.* In slum sections of our cities the expense of living is low and, because of lax supervision, people often are allowed to live in squalor. Consequently these



Ewing Galloway, N. Y.

Here is an interesting study of what can be done with city streets if care and thought are allowed to guide their growth. The left-hand picture shows a typical city tenement street. The right-hand picture shows apartment houses planned and developed by the Marshall Field Company of Chicago.

localities are especially liable to disease and crime. Many of the streets are narrow, dingy alleys. The people of the slums show very plainly, by their personal appearance and the environment in which they live, that they have little, if any, civic pride. What can be done about this? Are we our "brother's keeper"? In slums populated by the foreign-born, we find customs, language, and standards of living imported from abroad. Is not the community responsible for allowing the growth of such conditions in its midst? Ought not the community with slum districts to legislate them out of existence, or make some effort to encourage slum dwellers to adopt a higher plane of living?

City Nuisances. 1. *The Smoke Nuisance.* Smoke pollutes the air, making the near-by buildings unsightly, but

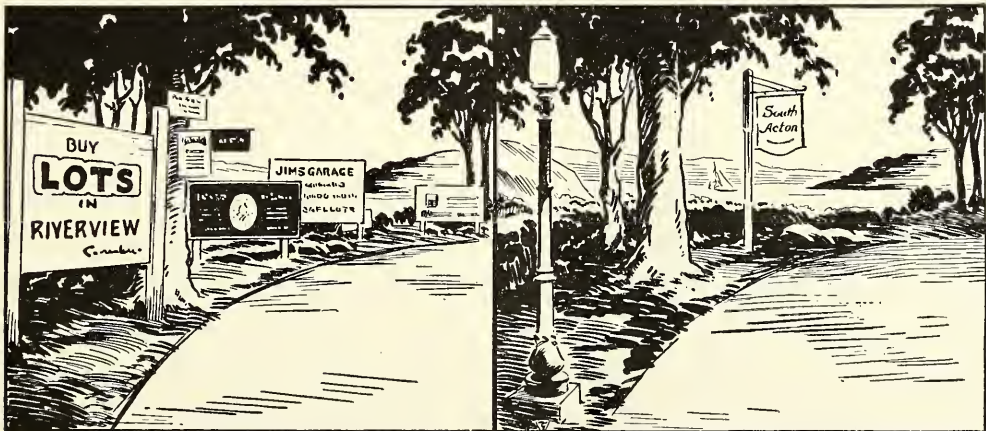
it can be controlled if the city adopts ordinances requiring preventives, such as smoke consumers, or even forbidding the use of soft coal.

Look out of the window and see whether there are chimneys or locomotives pouring black smoke into the community. How has the smoke nuisance been affected by the use of electric engines? Does the burning of oil cause smoke nuisance?

2. *The Noise Nuisance.* By means of city ordinances it is possible to prevent avoidable noises. Many communities zone hospital streets from noise. If the warnings are not heeded, the offenders may be taken to court. But the sick are not the only citizens who need protection from unnecessary noises. Some cities and towns have ordinances forbidding the turning on of the radio after ten o'clock, or indulgence in after-midnight noisy parties in apartment houses.

3. *The Billboard Nuisance.* Billboards, a favorite form of modern advertising, are a menace to civic beauty. To some people these unsightly signs are as objectionable as are smoke and noise. Many cities have forbidden their erection in residential and recreational zones.

Does your community allow billboards? Does your state highway commission permit them close to the highways?



How do you account for the fact that too few of our communities, rural and urban, appreciate value of preserving natural beauty? Would you favor a nation-wide "down-with-billboards" drive? Is this a matter for national or community concern?

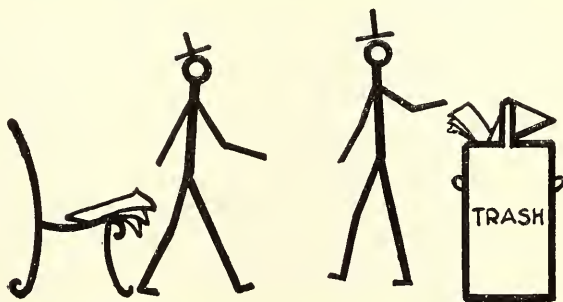
4. *Preserving the Natural Beauty.* The preservation of the natural beauty of many communities is a very important part of city planning. There are seaport cities that have allowed their once lovely waterfronts to deteriorate into harbor dumps. Other cities have allowed their once picturesque river banks to be spoiled by unsightly factories and mills. Certain lake cities have shown no appreciation for the beauty of a natural lake and of its recreational facilities for the people living on its shores. In most cases it is not too late for an old-time city or town to restore the original beauty of these sites; such places as water fronts and slums can be cleaned up and beautified. The rural community, which is still out in the open and more or less free from such violations of natural beauty, can plan, during its development, to secure its natural beauty against harm. Responsibility for civic achievement rests with public opinion and with the leadership of civic-minded citizens and public officials.

What noises in your town disturb you most? Which of these could be easily eliminated? What would be necessary to have them silenced? What can young citizens do to lessen community noise? Adult citizens? How would you relocate your public buildings, railways, stores, factories, and recreation grounds if you were to start your town all over again? Do you think the school buildings now being built are any more attractive than those of a generation ago? The private homes? Railway stations?

Review. What can the individual do to contribute his share toward a better community for his own personal sake as well as for the benefit of the group? He can keep healthy and beautify the home in which he lives. Lawns, trees, window-boxes, fresh paint, and clean yards are evidences of pride in environment. Indoors there can be a harmony of environment which is the result of being surrounded by good, attractive household articles and furnishings. They need

not be numerous or expensive. Whatever they are, they represent personal taste. The individual can display a sense of community pride by voting for honest, civic-minded office holders. He can work for good schools and a carefully planned community. He can obey community laws. He can show community spirit in all sorts of small matters, such as putting rubbish and garbage where they belong, and coöperating with group efforts like "clean up week" and "safety week." He can give his individual attention to community matters and guard against supporting moves made in the direction of "false economy." A certain city, forced by financial depression, was seeking for ways and means of economizing. Among other money-saving devices it reduced its street lighting. As a result its after-dark deaths increased fourteen per cent. Ten months later it turned on its city lights again full force. The city had saved \$100,000 and lost 59 lives thereby.

What about community responsibility? Each community is like an individual. It has individual problems to solve. It seems reasonable, therefore, to expect every community to work out its own problems. If the spirit of a community is right there will always be some way for improvement, some solution for its difficulties. Civic pride is the secret of better living conditions in any community. If your community is old and dilapidated, replan it. If your community is young and ambitious, preplan it.



In one of our cities recently, a cash prize of \$25 was offered to the citizen who could write the best slogan for the waste cans. What would you have submitted? The slogan had to be short enough to be printed on the can and challenging enough to attract attention.

Why not start with your schoolroom? Test it by the highest standards of civic beauty. Now go into the halls, auditorium,

and other rooms of your building; now to the playground -- and use the same tests.

ANSWER BRIEFLY

1. What is the difference between personal pride and community pride?
2. In what two ways can a community be planned?
3. Why is it so difficult to change a city that has had considerable growth?
4. What is a Civic Planning Committee?
5. Explain the "checkerboard" plan. The "spider-web" plan.
6. What is zoning? What are some of the advantages of zoning? The disadvantages? What is a zoning law?
7. What is a civic center?
8. Name three city nuisances of a public nature. In each case state remedies.
9. Of what value are recreational facilities to the city dweller? Why is community beauty a thing of value?
10. What are city slums? Why are these sections so frequently objectionable?

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

zoning	spider-web plan
civic pride	checkerboard plan
civic center	Civic Planning Committee
ordinance	billboards
"clean-up" campaign	park systems
slums	park vandalism
smoke-screen	smoke consumers

Suggestion I.

1. Make a list of six ways in which you believe living conditions in your community could be improved.
2. Write a description of the character of your community. Include in your account information on each of the following queries. *a.* Is it urban or rural? *b.* If urban, is it industrial, residential, a resort, historical? *c.* Does it attract visitors? If so, why? *d.* Would you recommend it to a prospective home owner as a place with a high standard of group living?
Add any other traits of its character that occur to you.

Suggestion II. If you live in a city or town, find out what ordinances it has for each of the following :

streets — lay-out, lighting, cleaning
sanitation — collection of garbage and ashes and sewage
inspection of buildings
zoning
smoke, noise, and billboard nuisances
park vandalism
public parks, highways, and billboards
tenements
slums
hospital quiet zones

For information on this project consult your father, your community engineer or manager, or a member of your community council.

Suggestion III. A railroad running through a town crossed eight streets on grade. The trains were drawn by steam engines. Recently all the grades were abolished. Some streets went over the tracks; some, under. Soon afterward the trains were electrified. Make a list of all the changes in safety, beauty, and noise that these improvements brought to the town.

FOR DISCUSSION

It is better to allow a community to grow unplanned than to try to make it grow according to a set design.

Community zoning sometimes does more harm than good.

The bad effects of community nuisances, such as smoke, noise, and billboards, generally are overestimated or underestimated.

It is wrong for a community to sacrifice industrial developments for civic beauty.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. It is estimated that at least twelve and a half per cent of the total area of any community should be set aside for recreational purposes.

To what extent is this estimate effective in your community?

Case II. On pages 139 and 140 you will find illustrations of the check-board and spider-web plans for city development. Study these designs.

Into which one of these two patterns does your community fit?

Case III. A country cousin came to the city for the first time to visit relatives he had living there.

What sights should the city folks show their rural relative in order to give him evidence of their urban pride?

Case IV. A community of 200,000 people is one of the unplanned type, but already of considerable size in population and area, and wishes to preplan its future growth.

Should the main part of the community be altered to meet the demands of modern living, or should the outlying districts receive the attention of the plans for future growth?

Case V. In a certain city there were five zoned districts. A man, living in a residential district, protected as such by the zoning laws, owned his own home. He met with business reverses and decided to use the land adjoining his house for a business enterprise. He had made plans for the erection of a gas station; then when his preparations were interrupted by storms of protests from his neighbors, quarrels ensued and were taken to the city authorities. Of course the zoning laws protected the indignant neighbors and prevented the man from going ahead with his gas station enterprise. For revenge he then made his house and land purposely so ugly that the neighbors were more ashamed of it than if the gas station had been erected. Skull and bone caricatures, pictures of bats, of Satan, of clowns, of ghosts and the like, were painted on all four sides of the house. Scathing remarks were printed on it. The clothes lines were transplanted from the rear to the front yard. In short, he and his wife did all they could to make a sorry looking place out of what had once been a respectable residence.

Why did the neighbors object to the erection of the gas station? Do you think the man should have been allowed to put up the gas station? What do you think of his display of revenge?

FOR YOUR BULLETIN BOARD

Plan an advertising campaign to boom your community. Pretend that you are making an effort to attract tourists to your town or city. Make your advertisements call attention to the outstanding features of your community.

WRITTEN WORK

Suggestion I. Write a short paper on the value of shade trees to any community.

Suggestion II. Plan an ideal community. Draw a sketch of a region into which you imagine settlers would come. Show on your model the design for future streets, the civic center, transit lines, schools, parks, water fronts, and educational features.

Suggestion III. The following is quoted from a speech made by Mr. Harold L. Ickes, Secretary of the Interior under President Franklin D. Roosevelt. Write out your reaction to his words.

“If I had my way about national parks, I would create one without a road in it. I would have it impenetrable forever to automobiles, a place where man would not try to improve upon God.”

Suggestion IV. People are so accustomed to the ugliness of poles, wires, alleys, bumpy brick or stone pavements, unsightly signs, railroad tracks, and ash cans, that they overlook the opportunities to improve the appearance of the community. Look about you and gather data for a composition on :

Improving the Appearance of My Community

See how many points of present neglect of the community's appearance you can call to the attention of your readers.

READING FOR RECREATION

1. BENDER, A., *Book of the Opera.*
2. BRYANT, L. M., *Book of Celebrated Bridges.*
Book of Celebrated Buildings.
Book of Celebrated Pictures.
Book of Celebrated Sculpture.
Book of Celebrated Towers.
3. BURLEIGH, L., *Story of the Theatre.*
4. McCLELLAND, N. V., *Young Decorators.*
5. McSPADDEN, J. W., *Stories of the Great Operas.*
6. MEADER, S. W., *Down the Big River.*
7. OLIVER, M. I., *First Steps in the Enjoyment of Pictures.*
8. STANLEY-BROWN, K., *Young Architects.*
9. VERPILLEUX, E. A., *Picture Book of Houses.*

These books give you an interesting glimpse of worthy contacts a community citizen can develop.

A WORKING BIBLIOGRAPHY

For the Pupil

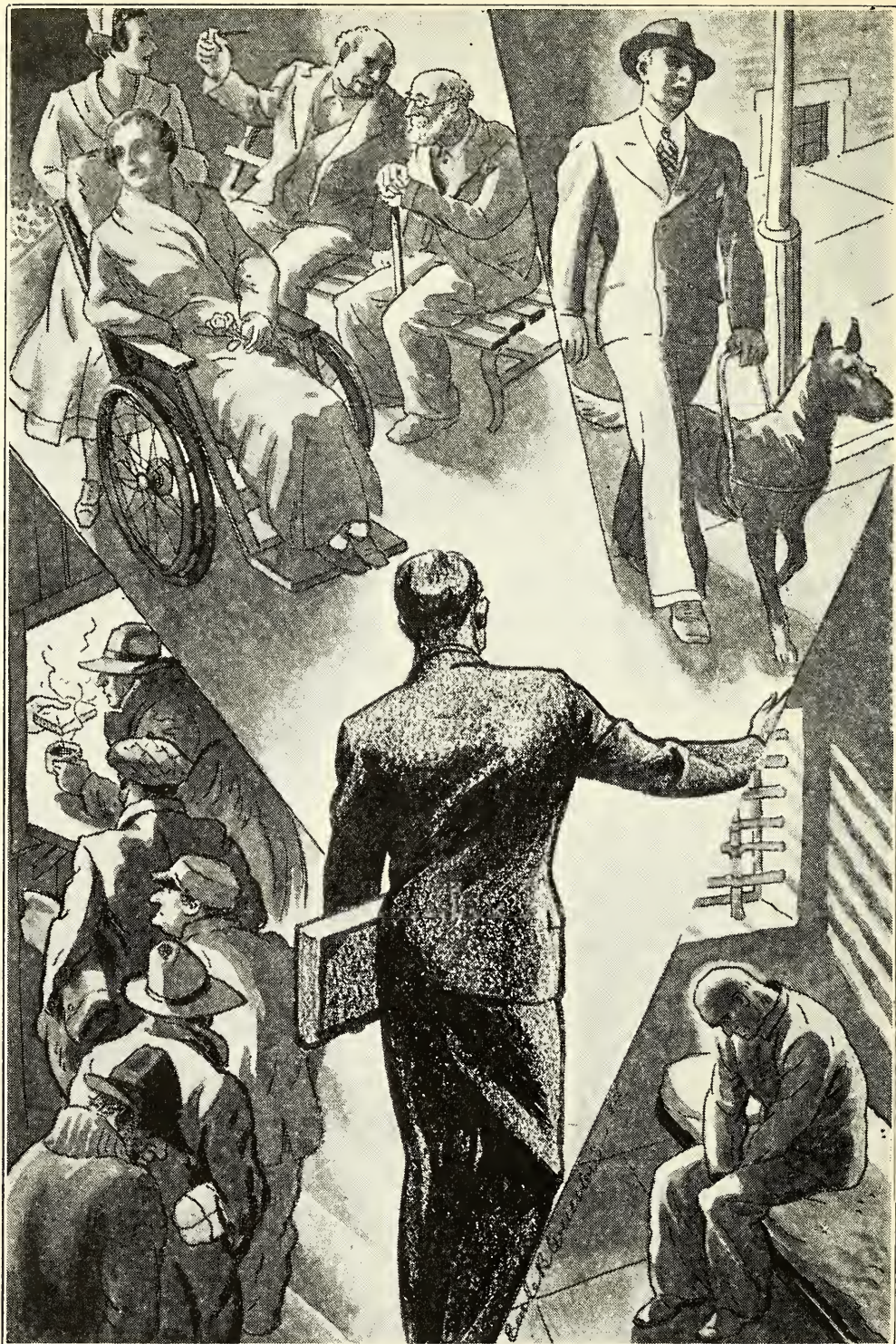
1. BIRD, C. S., *Town Planning for Small Communities*.
2. COMPTON, *Pictured Encyclopedia* B 143-146.
3. HAMLIN, T. F., *The American Spirit in Architecture*.
4. HILL, H. C., *Readings in Community Life*.
5. *How Good Is Your Town?* (A suggestive check-list published by the Wisconsin Conference of Social Work, Madison, Wisconsin).
6. LEWIS, N. P., *The Planning of the Modern City*.
7. NOLEN, J., *New Towns for Old*.

For the Teacher

1. BOWEN, E., *Social Economy*.
2. DAVIE, M. R., *Problems of City Life*.
3. GARNER AND CAPEN, *Our Government*.
4. GILLETTE, J. M. AND REINHARDT, J. M., *Current Social Problems*.
5. LUMLEY, F. E. AND BODE, B. H., *Ourselves and the World*.
6. OSBORN, L. D. AND NEUMEYER, M. H., *The Community and Society*.
7. SANDERSON, D., *The Rural Community*.
8. *A Zoning Primer and a City Planning Primer*. (Published by the Bureau of Standards, Division of Building and Housing, U. S. Department of Commerce, Washington, D. C.)

Unit Three

YOU WEIGH SOME CIVIC RESPONSIBILITIES



New avenues of employment and recreation are opened to the handicapped. In what ways can these persons become useful citizens instead of bending under the weight of discouragement?

CHAPTER IX

Care of the Handicapped

The Chapter Message

1. *An individual may be either mentally handicapped, or physically handicapped, or both.*

2. *The deaf, the blind, the crippled, and the epileptic are among the physically handicapped.*

3. *The feeble-minded and the insane are mentally handicapped.*

4. *It is the duty of those who are mentally and physically normal to provide care and treatment for those who are not so fortunate.*

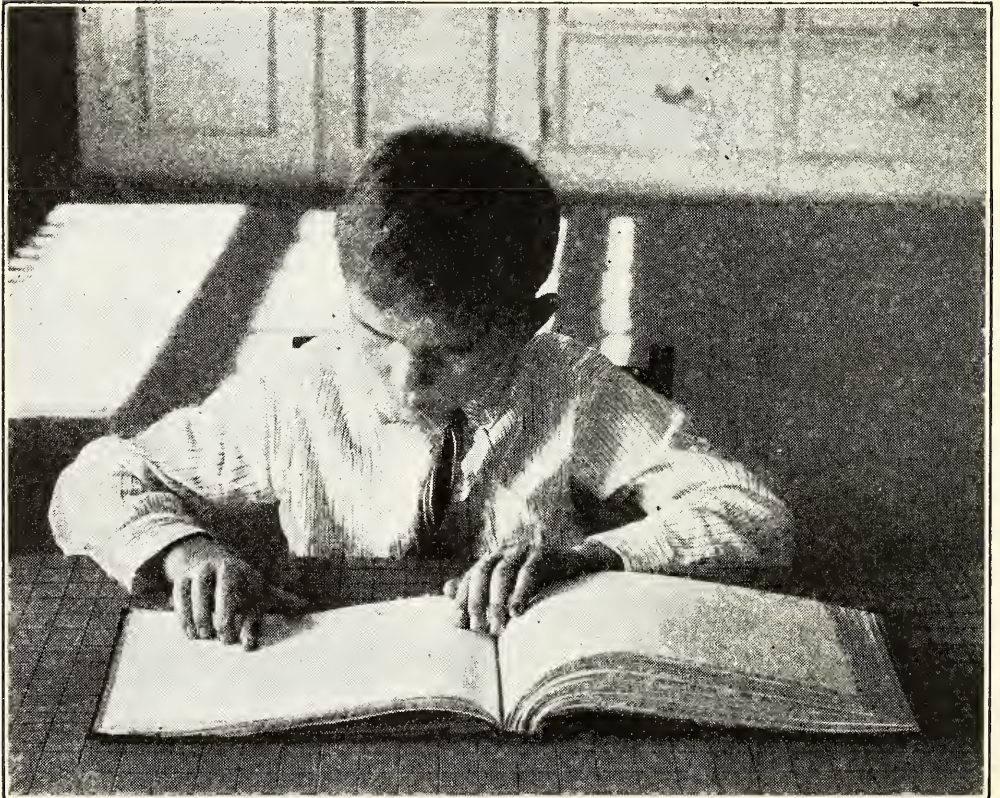
5. *The aged and the orphaned are frequently public wards.*

The Handicapped. Those of us who are strong and healthy have many opportunities to plan useful careers for ourselves, but for the handicapped opportunities are greatly limited. These are the people who are mentally or physically defective — the deaf mutes, the blind, the crippled, the epileptics, the feeble-minded, and the insane. Their problem of living is so difficult that they need to be helped. Even so, not all of them are *hopeless* cases. A few can be cured of their defects. Others can learn to live fairly well in spite of their defects.

The Blind. Many persons pronounced incurable of deafness and blindness are not totally helpless. Blind people often succeed in life as well as, and in a few exceptional instances better than, some people who have their sight. Helen Keller is a notable example of a successful career in

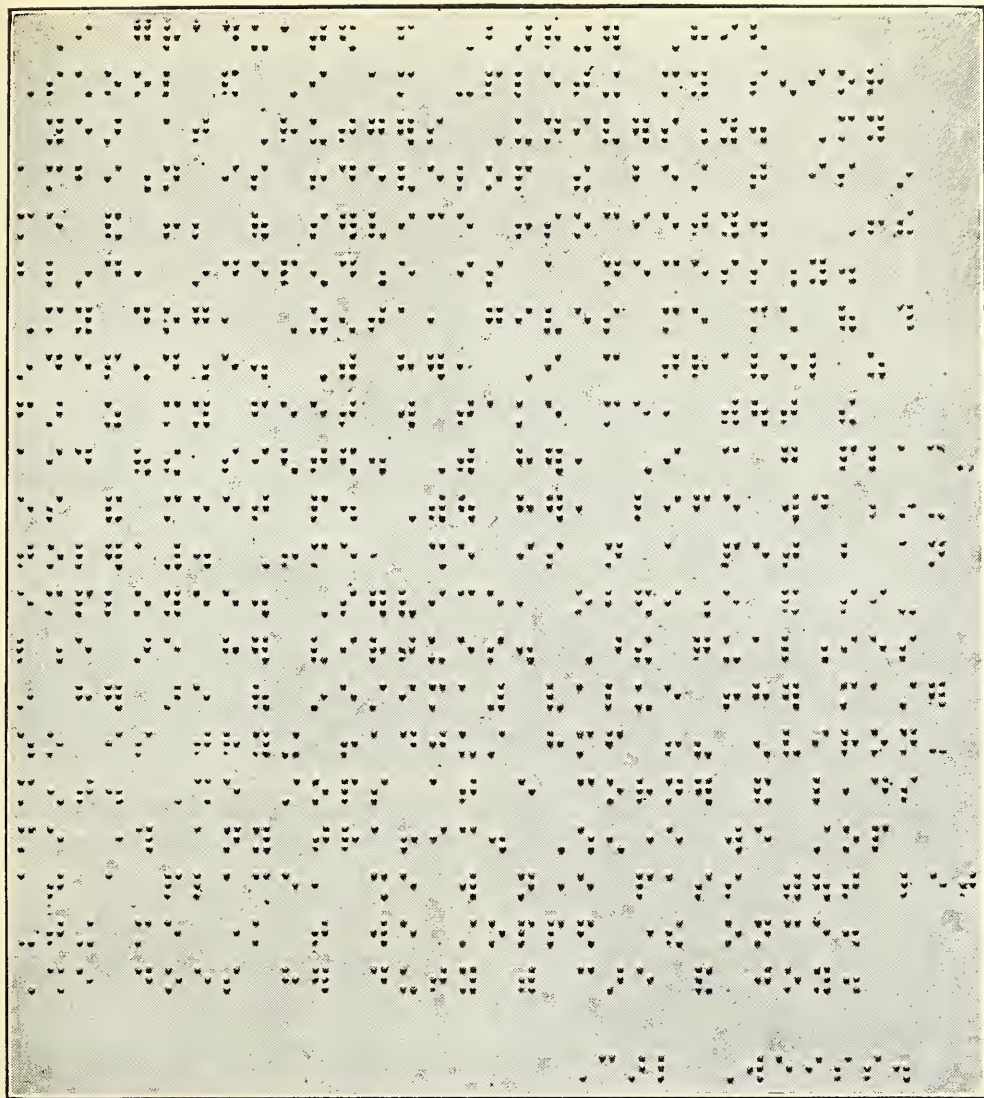
spite of great handicaps. An attack of scarlet fever, when she was two years old, left her deaf, dumb, and blind, but she became a college graduate, traveler, lecturer, and author. Blind boys and girls often attend our high schools and colleges. Their earnestness and industry should serve as a splendid inspiration for classmates who, though endowed with seeing eyes, are mentally blind to the opportunities before them.

Many communities have special schools for the blind, where they are taught to read and write *Braille*, a system of raised points, or dots, read by touch. There are, in many of our libraries, Braille books for the blind. Many state libraries and the Congressional Library at the national



Association for the Blind

This blind boy is reading Braille. This system of reading for the blind increases their educational opportunities and makes life more worth while. Suppose some one were reading aloud to him. Would that accomplish the same results?



A Reproduction of Braille

TRANSLATION

I graduated from Barringer High School, Newark, N. J., and I am completing my senior year at Rutgers University. My ambition is to develop the best that is in me and to be of service to society. To the blind, independence is a necessity. My dog, Zenta, gives me much of this independence. With her I can travel as far as my feet will take me, without the aid of the sighted. With her I can go places and meet people. Without her life would be intolerable. To me she is not a pet, but an employee. Service, obedience, and silence are her virtues. These qualities in her are of inestimable value to her master who is trying to adjust himself to his environment. She stops at every corner and leads me through any traffic. Whenever we stop at a place she will never pass it without letting me know that we stopped there once. She does her duty with care and joy.

CARL WEISS



Association for the Blind

These blind children are working in a garden. It seems incredible that they can be taught so useful and enjoyable a task. What benefits do you imagine they are deriving individually from this work?

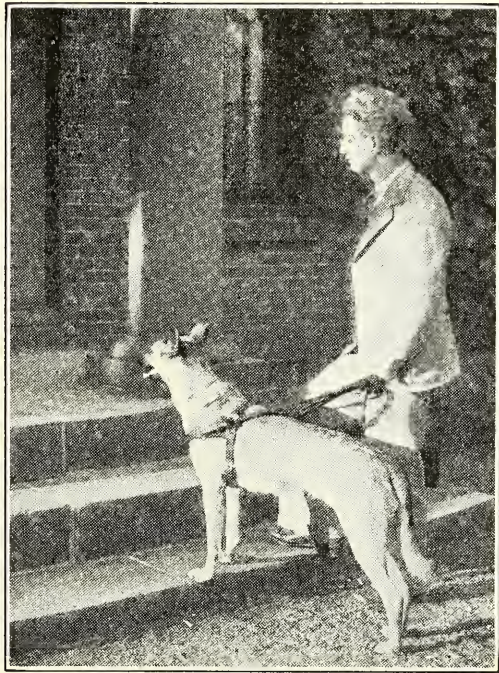
capital circulate Braille books and magazines among the blind. Many states provide means for educating the blind. You who have sight can imagine what a relief the radio has been in the formerly monotonous existence of the blind. It has brought much more information and many more acquaintances into their lives.

Causes of Blindness. There are numerous causes of blindness. Among the most common are accidental injury, cataract, and blindness from birth. There are also many causes of blindness resulting from various diseases, such as smallpox and scarlet fever. Glaucoma and trachoma are diseases responsible for a considerable number of blind cases. Babies sometimes become blind because parents are ignorant of the precautions necessary to protect infant eyesight against infectious disease. Persons working in

certain occupations run great risk of eye injury. Efforts have been made to arouse interest in the school systems as to the importance of eye hygiene. Guard your own eyesight. Be helpful to those who cannot see.

Are there any blind students in your school? If so, what methods of learning do they employ? If not, have you ever known a blind person? What are some of the handicaps with which blind people struggle through life? What remarkable achievements of the blind have you seen?

Opportunities for the Blind. Various opportunities for the blind are open in education and in industry. Some states give aid to local schools in which there are teachers equipped to teach the blind. A few states give pensions to the blind. There are special schools for the blind, most of which are supported by private groups of individuals interested in the welfare of the blind. The American Foundation for the Blind and the National Committee for the Prevention of Blindness coöperate with the National Board of Vocational Training in the interests of the blind. The many men who were blinded in the World War have received aid from the National Board of Vocational Training, the Red Cross, and private funds raised for that special aid. At Morristown, N. J., there is an institution where dogs are trained to assist the blind. This is a very interesting and valuable service rendered the handicapped.



This is Carl Weiss, the blind boy, who wrote the Braille message on page 157, and his trained dog, Zenta. What is the purpose of the harness on the dog?

Among the occupations in which blind workers are engaged may be mentioned especially, basket weaving, the making of brushes and brooms, chair caning, cloth weaving, rope and twine spinning, typewriting, and tuning musical instruments.

The following names are those of blind people who have risen to fame despite their deficiency: John Stanley, Louis Braille, Dr. T. R. Armitage, Sir Francis Campbell, Henry Fawcett, Bach, Handel, Milton, and Prescott. You will be interested to find out how each one has become famous.

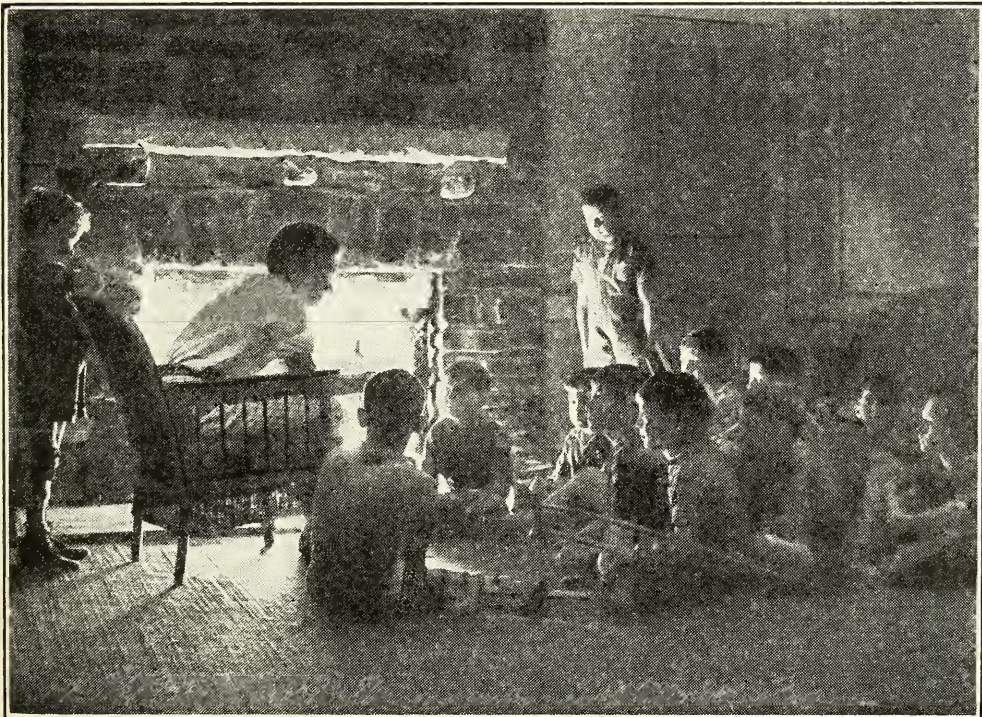
Deafness. Certain diseases frequently affect the hearing, such as scarlet fever, measles, typhoid fever, whooping cough, and spinal meningitis. Abscesses in the head, brain fever, and injurious falls and blows have often been found responsible for deafness. If the healthy person can avoid these diseases, he will greatly reduce the danger of becoming deaf. Sometimes deafness may be brought about by hardening of ear wax, a condition which should be attended to only by a physician. Science has been creating valuable artificial devices for the deaf. You must have seen people wearing instruments that resemble radio ear phones. It is surprising, knowing the great inconvenience of deafness, that people are so careless about preventing it.

Deaf-mutes. Deaf-mutes, with sight, do not find it so difficult to adjust themselves to life as do the blind. They can learn with greater ease than the blind, and, by means of a sign language, expressed with the fingers, can make their thoughts quickly known. Some deaf people, by watching a speaker's lips closely, can understand much of what is said. This is called lip reading. Occasionally deaf-mutes, by painstaking training, have learned to speak, though not very well. Opportunities for the deaf-mutes exist throughout the United States as they do for the blind. Special schools are privately supported, and the local public schools receive state aid. The state schools for the deaf are doing a great work by providing educational facilities and other advantages.

Gallaudet College, located in Washington, D. C., and supported by the national government, is a famous college in the United States from which the deaf and dumb receive fully recognized degrees upon graduation. A few states give financial aid to deaf-mutes who are sent, at public expense, to schools outside the state. Among the occupations followed by deaf-mutes are farming, printing, clerical work, manufacturing, and domestic or household service.

Have you ever seen a football team composed of deaf-mutes play? How do they give their signals? How do you suppose Beethoven, totally deaf, came to be such a renowned composer of music? Do you know of other deaf persons who became, or are now, famous for their accomplishments?

Do you think it is better for physically normal people to teach the blind and the deaf-mutes, or for the blind, once taught, to teach one another? Give reasons for your answer.



Association for the Aid of Crippled Children

Story hour for crippled children. To what extent are recreational opportunities limited when the individual is crippled? How does a story hour such as the one pictured here satisfy the normal instinct for play in these children?

The Crippled. Besides the deaf and blind, there are also many crippled persons. The normal use of arms, legs, and backbone means so much in human happiness, and their disability adds greatly to human misery. Causes for this form of disability are many. In children the cause may be the result of some disease. Infantile paralysis exacts a terrific toll. Among adults accidents are largely responsible. The ravages of war often leave the ex-soldier a cripple. The organization of safety patrols in our schools is doing much to prevent accidents that frequently mean maimed limbs. "Cross Crossings Carefully," and other such slogans, are timely for those of us who walk about with ease and comfort. For those in a wheel chair life takes on a new aspect. It should not, however, mean defeat.

Make a list of the foolish things boys and girls do that may so easily result in a crippled arm or leg.

Epileptics. There are many individuals who are handicapped by epilepsy, a disease that is accompanied by dizziness, fainting, fits, and convulsions. That the victims of such a disease are in need of sympathetic help from the able-bodied there is no doubt. If proper care is provided, those so afflicted can be greatly relieved. Most of the states make special provision for the care of epileptics. During the past twenty-five years there is evidence that epileptics are better cared for in special institutions than in private homes and that they should not be forced to mingle with the mentally deficient or with the normal hospital convalescent. The nature of their disease argues for a segregation of the epileptic in an institution where his handicap is understood, where he is under constant supervision, where there is an atmosphere of sympathetic understanding. Epileptics should not marry, for their children are likely also to be epileptic.

The Aged, Infirm, and Orphans. In our modern scheme of industry there is little room or opportunity for those

*Brown Bros.*

One community has erected this Home for the Aged. If you were at an age when you had to apply for the privilege of living in such a place, would not this one seem especially attractive and home-like to you?

who have grown old and feeble. For the aged who have means of support, but no persons to take care of them, there are homes in which they may live at reasonable cost; and there are privately endowed homes where indigent aged may live at no cost to them. Provision is made for the unemployed aged in the almshouses and homes. There is a growing belief that there should be old-age pension laws, providing state aid for the aged.

Besides the aged, there are many who are not able to take care of themselves because of physical infirmity and who have no one to care for them. The homes that the state or private organizations provide for these persons are usually very comfortable. The surroundings and living conditions frequently are better than the inmates had enjoyed in their home life.

Children whose parents are not living or whose parents have abandoned them are dependent on private or state

charity until they reach an age when they are able to take care of themselves. Many of these children are reared in children's homes or orphanages which are supported by private endowments, church subsidy, or by state funds. Orphans often are adopted by private families. Some states have a "widow's pension" law which provides a small sum of money with which the widowed mother can care for her children at home. It is the aim of social workers today to abolish institutional care of orphans as far as possible and to make provision to keep the mother and child together, or to find proper private homes for destitute children.

The Feeble-Minded and Insane. 1. *The Feeble-Minded.* A mind may be deficient, as is the case with the feeble-minded, or diseased as in the insane. Among those classed as feeble-minded are idiots, imbeciles, and morons. Idiots and imbeciles are as dependent as babies and little children, but special training often helps the moron to perform simple tasks even to the extent of becoming self-supporting. In some schools classes are conducted especially for children who are regarded as "sub-normal." Nearly all our states have made some provision for taking care of the feeble-minded.

2. *The Insane.* These persons present a more serious problem. If not dangerous to themselves or to others, they may be kept and cared for by their families or relatives. But since it is now recognized that diseases of the mind may result from diseases of the body and can frequently be cured, insane persons should be sent to hospitals or institutions especially organized for mental cases. Each state generally provides for its insane, though many are still cared for in county asylums. When the patient is able to do so, he is expected to pay for the care or treatment received at state asylums and hospitals.

Observe the difference between a feeble-minded person and one who is insane. Should there be any difference in the

kind of treatment they receive? Why? What attitude should the normal-minded person have toward those who are mentally defective?

Other Public Wards. Among the handicapped we must not forget the soldier who has returned from war disabled and incapable of supporting himself. What is done about him? The national government pensions disabled war veterans; it also maintains homes and hospitals for aged or disabled soldiers and sailors. These government hospitals are well equipped to give comfort as well as special care to the inmates.

Have you visited any of these hospitals? Where are some of these hospitals located?

Review. Nearly every community, large or small, has individuals who are handicapped to such an extent that they cannot help themselves and therefore must receive group or community aid. So much has been done by the state and nation to render the lives of these unfortunates more worth living that individuals and governments should feel encouraged to continue the rehabilitation (re-building) efforts and movements already started. It obviously is the duty of the fortunately normal to bear this burden.

ANSWER BRIEFLY

1. Who are the "handicapped"?
2. How are the physically defective aided by the community to improve their handicapped condition?
3. What is the Braille system?
4. What is "lip reading"?
5. Mention various causes of blindness? of deafness?
6. What does the name "Helen Keller" mean to you?
7. Why is it that the handicapped often are better cared for in institutions than in their homes?
8. How can the individual guard against being a dependent in case of old age?
9. What suggestions have been made to provide for people in their old age?

- 10. How should a community meet its responsibility for the care of orphans?
- 11. How does the public care for the mentally defective?

FOR YOUR NOTEBOOK-WORKBOOK

The vocabulary :

defective	psychiatry	alienist
Braille	moron	asylum
children's home	idiot	sanitarium
orphanage	imbecile	hospital
Home for the Aged	epileptic	mental hygiene
psychiatrist	insane	"rehabilitation"

Suggestion I.

- 1. Search in the library for some book or books that give a history of the Braille system. Write a summary of this history for your notebook.
- 2. Outline the various types of physical defectives. Outline the various types of mental defectives. Explain why these types of people cannot be expected to earn their living.
- 3. List five ways in which you can give individual assistance to unfortunate children who are handicapped.
- 4. List the causes of physical and mental diseases, mentioned in this chapter as responsible for mental and physical handicaps. In each case mention the defect. Do this in the form of a table of two columns.

Suggestion II. Complete the following table in your notebook.

CARE OF THE UNFORTUNATE

THE DEFECTIVES	INSTITUTIONS TO CARE FOR THESE DEFECTIVES
1	1
2	2
etc.	etc.

Suggestion III. In 1880 there were about 46,900 insane in institutions in the United States. The census of 1910 showed an increase. Statistics since 1910 show that insanity has been rapidly increasing in our country. Make a graph based upon the increase as recorded in the census reports.

FOR DISCUSSION

Any form of physical deficiency is to be preferred to any form of mental deficiency.

There ought to be a law requiring that all insane persons be placed in public institutions for the insane.

The ideal form of charity is not helping the handicapped by giving money directly to them, but by helping them to help themselves.

Some communities permit feeble-minded children to attend the same public school classes as the normal-minded. Should there be state laws forcing all feeble-minded children into special classes where they could receive special training?

FOR YOUR BULLETIN BOARD

The most effective display set up to drive home the purpose of this chapter would be a copy of the Braille alphabet and a sample of Braille writing *drawn on a large piece of cardboard*. Use the Encyclopedia Britannica for this purpose or send for a sample to The American Association of Workers for the Blind, Washington, D. C.

Along the line of drawings, it should prove interesting to draw a large outline map of your state locating on it the various institutions for the care of the unfortunate, the feeble-minded, the orphans, the aged, and so on.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. Henry was a high school boy. He was blind and, therefore, had to depend upon his typewriter, his Braille stencil, and Braille books, and upon the eyes of others for his aids to study. At graduation he was among the few in his class to be honored for having an exceptionally high standard of scholarship.

What valuable lessons could have been learned by the members of that class through their observations of Henry at work, and of Henry's attainments?

Case II. Many years ago mental defectives were treated harshly because it was believed they were possessed of evil spirits. They were even forced to wander in the wilderness to become the helpless prey of wild animals. The modern attitude is to consider mental defectives

“brain sick” and, instead of abusing them for their deficiencies, to provide curative treatment and proper care.

How do you account for this changed attitude toward mental defectives? What is a psychiatrist? The study of psychiatry? An alienist? How are these specialists sometimes used in court cases?

Case III. Old-age pension and insurance laws have been cited as an excellent safeguard against the misfortunes that generally accompany poverty in old age.

Would pension laws be of the same benefit to the crippled? The deaf and dumb? The blind?

Case IV. The members of the Brown family are very proud. They have plenty of money and an ample supply of famous ancestors. But they also have an uncle who is insane. Of this they are ashamed and make every possible effort to keep the fact from being generally known outside the family. The uncle is kept in strict seclusion and, because they can afford it, has a very competent nurse in constant attendance upon him. The family doctor objects to this. He claims that the insane man should be placed in an asylum where he can receive expert attention and cease to be a constant source of worry among his relatives.

Who is right, the Brown family or their doctor? Would your answer be the same if the uncle were an epileptic? A cripple? A blind man or deaf and dumb and blind? State reasons.

Case V. Schools sometimes make an effort to classify students according to intelligence quotients, called “I. Q’s.” This means that some go into H. I. Q. groups (high intelligence groups) and some into L. I. Q. groups (low intelligence groups). Marguerite was placed in one of the L. I. Q. groups. Her mother objected. The school authorities showed her Marguerite’s intelligence test which, beyond any doubt, indicated lack of mental ability.

Was this fair to Marguerite? Would placing her in a higher intelligence group have been fair to the bright pupils or to Marguerite?

WRITTEN WORK

1. Find out, from library reading, the story of Frances E. Willard. Write a composition on what she did to prevent disability caused by drunkenness.

2. Find out, from library reference reading, the story of Helen Keller. Write in your own words her story of her life.

3. In Hill's "Readings in Community Life," pp. 413-441, you will find interesting accounts of handicapped persons who have succeeded in overcoming their deficiencies. Write a summary of what you learned from reading these selections.

4. Find out, from library reading, all you can about Gallaudet College, located in Washington, D. C.

5. What do unfortunates owe to Jane Addams? to Dorothy Dix?

READING FOR RECREATION

1. BEERS, C. W., *A Mind That Found Itself*.
2. CONYNGTON, M., *How to Help*.
3. HAWKES, C., *Hitting the Dark Trail*.
4. KELLER, H., *The Story of My Life*.
5. KELLER, H., *Midstream, My Later Life*.
6. KELLER, H., *Out of the Dark*.
7. KELLER, H., *The World I Live In*.
8. ROGERS, M. H., *Children of the Night*.
9. WELCH, J. W., *Abilities and Achievements of the Blind*.

A WORKING BIBLIOGRAPHY

For the Pupil

1. ABT, H. E., *The Care, Cure and Education of the Crippled*.
2. BEST, H., *The Blind*.
3. BEST, H., *The Deaf*.
4. CALKINS, E. E., *Louder Please*.
5. HAWKES, C., *Hitting the Dark Trail*.

For the Teacher

1. BOSSARD, J. H. S., *Problems of Social Well Being*.
2. DAVIES, S. P., *Social Control of the Mentally Deficient*.
3. DEXTER, R. C., *Social Adjustment*.
4. DOW, G. S., *Society and Its Problems*.
5. GODDARD, H. H., *Feeble-Mindedness: Its Causes and Consequences*.
6. HENDERSON, C. R., *Dependents, Defectives and Delinquents*.
7. MANGOLD, G. B., *Problems of Child Welfare*.
8. PHILLIPS, F. M., *Schools and Classes for the Blind*.
9. PHILLIPS, F. M., *Schools and Classes for the Feeble-Minded Children*.
10. POPENOE, P., *The Child's Heredity*.
11. WELCH, J. W., *The Achievements and Abilities of the Blind*.

CHAPTER X

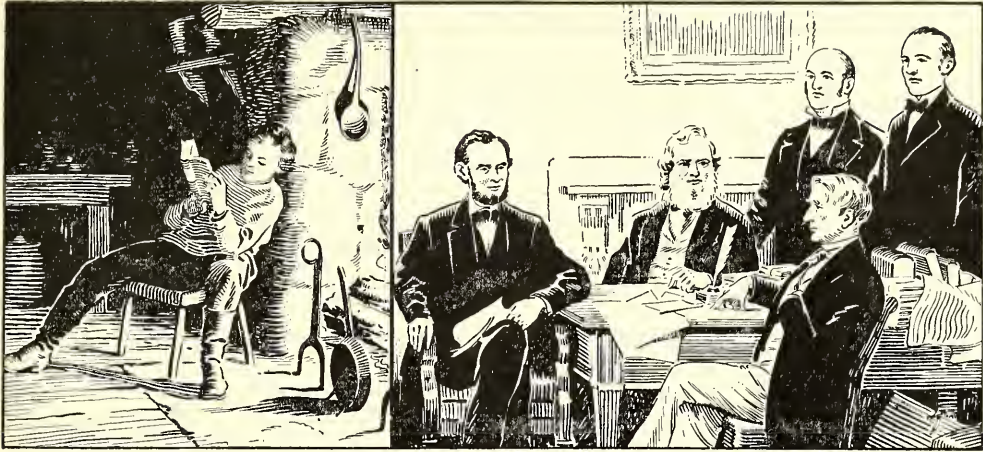
P o v e r t y

The Chapter Message

1. *Almost every community has its poor.*
2. *Poverty is both an individual and a group problem.*
3. *There is a difference between poverty and pauperism.*
4. *There are various causes of poverty.*
5. *Poverty affects the mental and physical health of the individual.*
6. *The solution of the problem of poverty involves both preventive measures and relief measures.*
7. *The dispensing of charity may be organized or unorganized.*
8. *Despite the discouraging problems of poverty there are some signs of improvement.*

The Poor. A long time ago a great teacher said: "The poor ye have always with you." Since then poverty has challenged every nation. Is it necessary for a portion of each generation's population to be poor? Is it necessary for one section of a community to be poor, another fairly well-to-do, and another very prosperous? Nearly every community in this nation has within it persons who suffer from poverty because of misfortune, accident, or bad management.

Can you imagine a community without any poor people? Can you imagine a state of society in which everyone lives on an equal basis, where none are very rich nor very poor?



Speaking of learning, here is an individual who little thought, when he read his books alone by the fireside, that he would some day be capable of leading a nation of individuals. What traits of character did Lincoln possess to which any individual might aspire?

Poverty is a serious problem for an individual and for groups of individuals. It frequently is associated with physical defects, or with mental deficiencies, or with both, but it comes likewise to those sound of body and mind. Like the handicaps described in the preceding chapter, poverty does not necessarily render the victim hopeless or helpless. You may know personally of poor people who rose from poverty to comfortable circumstances or even to great wealth.

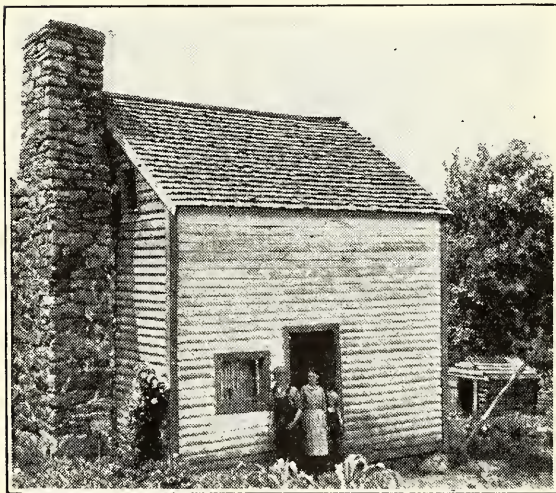
The poor have much to discourage them. Without money with which to pay for the necessities of life they suffer for want of proper food, shelter, and clothing. Because they are undernourished and scantily clothed they become the victims of disease; because they cannot afford desirable living quarters they often live in an environment that is far from sanitary; because they must work long and hard they can spare little time for education and recreation; and because they get discouraged and careless they often fall into bad habits and indulge in vice, or even become criminals.

In what ways does a boy at school suffer because of his poverty? Do you think that poverty is always a handicap?

Poverty and Pauperism. Poverty is a state of existence related to a standard of living. When persons or families are unable to maintain a decent and comfortable standard of living they are described as being poverty stricken or poor. Poor persons who live in the lowest state of poverty and never rise above it, if they depend on public relief for support, are called *paupers*. It often happens that the poor after receiving temporary relief are able to maintain a safe standard of living. But the pauper is habitually poor. He depends upon public relief no matter what is done to or for him.

What conditions in our country 75 or 100 years ago made it easier to overcome poverty than it is today?

Poverty in City and Country. It may be true that poverty in rural communities is not so evident nor possibly so painful



This mountaineer's family knows the meaning of deprivation. Though lacking many necessities for comfortable living they are in better circumstances than many of their neighbors.

as poverty in congested cities, but it exists nevertheless. Many a farm family does not have sufficient clothing to wear nor fuel to burn. Failure of farm crops brings much suffering to rural folk. In times when our national economic life runs at a low ebb, rural poverty may become as hard to bear as that of the city. Frequently when a member

of the family is very ill he suffers for want of proper medical care because there are too few doctors and hospitalization facilities in many rural localities. Poor people in cities, on the other hand, can take advantage of free hospital and clinic services. It is a common sight in a city to see an ambulance rushing to the aid of those in need of medical

attention. The very poor in cities frequently live in overcrowded tenements. When times are good they must compete with vast numbers of their kind who are job seeking. When times are slack they become victims of unemployment, low wages, and illness.

Causes of Poverty. 1. *Natural Causes.* There are various causes for poverty. Floods, storms, and earthquakes are among the natural forces that suddenly may reduce an individual or a community to a state of poverty or destitution. But physical devastation is frequently only temporary, and recovery from it is sometimes very rapid. Modern means of communication and transportation can rush food and other necessities to the stricken region so that the local condition of starvation is relieved.

2. *Human or Personal Causes.* Sickness, accidents, and bad habits are a few of the personal causes of poverty. People are careless about incurring preventable poverty. They take unnecessary risks that result in accidents. Instead of saving against the possibility of illness or a dependent old age they are spendthrifts, needlessly wasting their earnings. Many fail to select an occupation that offers advancement and they lack ambition to climb out of a job that pays inadequate wages to one that provides a respectable living wage. Many fail to take advantage of the educational opportunities that are placed before them. Illness frequently is a cause of poverty, yet many people deliberately abuse their bodies and minds by the intemperate use of alcoholic drinks and drugs, and others by indulgences. Broken family ties brought about by death, desertion, divorce, and unemployment can cause poverty. Certain types of mental and moral weaknesses, known as *degeneracy*, cause poverty. Degeneracy is especially serious because many of this class marry and transmit physical and mental weakness to their posterity.

3. *Social Causes.* Poverty may result from conditions that are beyond the control of the individual, such as unem-

ployment, low wages, and unsanitary, overcrowded housing quarters which society permits and for which society is responsible. Tenements may become breeding places of disease germs — a peril to the health of all living there and not necessarily the fault of those who fall victims to the diseases. These conditions sink the victims further in the toils of poverty. There are those who have worked hard all their lives only to face an old age that must turn to charity for relief. These people may honestly have tried to save, but for justifiable reasons were unable to do so. Perhaps the rearing of a large family has taken all their earnings. Some unforeseen disaster, such as a financial panic or destruction of property may have swept away all hard-earned savings ; or the education was denied that would have pointed out to them the value and importance of thrift. Sometimes workers are halted in their labors by a strike, the closing down of a factory, or a general wave of industrial unemployment over which they have no control. At times like these, if people have no surplus funds put aside, they become welfare-problems, and public or private agencies of relief must take care of them. Frequently a laborer, while working in a factory, meets with an unfortunate personal injury, not his fault, but that of his employer. If he has no insurance or legislative protection, he is liable to face grave poverty. Low wages bring down the standard of living, which results in undernourishment, an increased death rate, bad housing conditions, and child labor.

Think of several very poor people you know and decide whether their condition is due to ill-health, accident, lack of education, bad habits, the closing of shops or factories, or lack of industrial opportunities to work. Set up a program to prevent poverty.

Results of Poverty. Those among the poor who are able to pull themselves out of their impoverished circumstances are exceptions and not the rule. For every one who becomes a success in spite of his environment there are hundreds who

never emerge. What are some of the results of living in poverty? People who are kept in the constant shadow of poverty grow indifferent, shiftless, careless, discontented, and even rebellious. If they are undernourished, they are easy victims of disease. If they are desperately hungry, they sometimes steal. If very poor, but honest, they must go without proper food, medical care, and sanitation. If poverty forces both parents to work in order to earn enough to keep the family going, the children are left to their own inexperienced care, or to the care of others. If the children must be sent to work at an early age, they are withdrawn from school before their education is completed. Thus poverty brings about much discomfort and even misery.

Remedies for Poverty. There are two approaches toward the solving of the poverty problem — through preventive measures and through immediate relief.

1. Preventive Measures. Poverty, for the most part, can be relieved wherever it is found. Perhaps the most important preventive measure is education. Students in school can be taught about the possible evil results of poverty. Vocational subjects are especially effective in helping to choose a desirable standard of living. Compulsory school attendance laws are valuable aids to an education which can

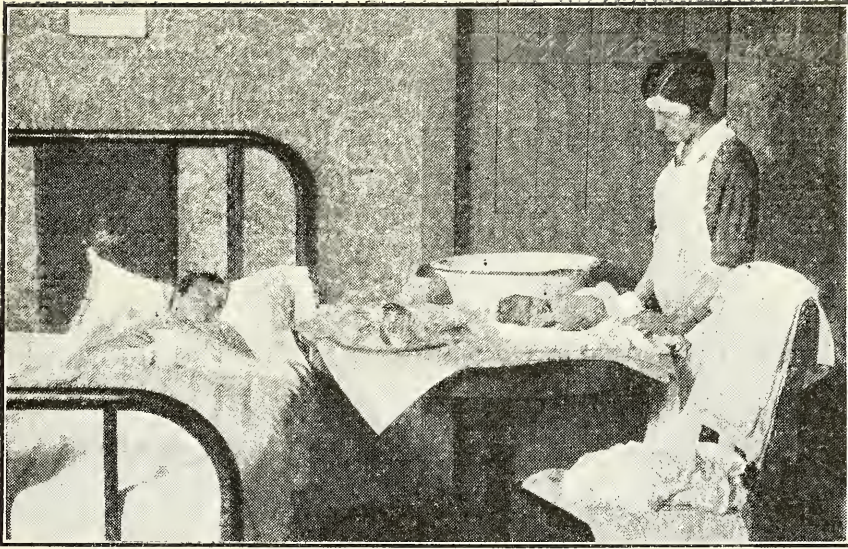


Brown Bros.

Poverty means this to some people. These children make flowers and string beads to help support the family. Can you give four reasons why such work is a handicap to their normal growth?

be a source of training against poverty. Education can, and usually does, inspire students to acquire high standards of living for themselves and their families; and it gives those who come from poor families a brighter outlook on life. All our measures in behalf of health are steps toward the relief of poverty. City clinics, state hospitals, visiting nurses, sanitariums, homes for the crippled, school nurses and doctors, state and local health inspectors, and many other health agencies — each contributes a share toward relieving the pangs of poverty. The causes of accidents, therefore, are studied so that people are less likely to be injured. Laws governing accident insurance by employer to employee have been passed to protect the worker. A minimum wage for all workers is sponsored by the National Relief Administration. In place of temporary measures, there is a movement to legalize some form of social insurance as a means of preventing poverty. The object is to insure the worker against economic insecurity, by a carefully planned financial program carried out under the supervision of the state. Such insurance safeguards the worker in the event of accident, sickness, unemployment, old age, and certain disasters. Almsgiving, the old-time remedy for poverty, has largely been abandoned in favor of organized charity, both public and private; in consequence of which the beggar has been discouraged from making his appearance on the streets and at private doors.

2. *Immediate Relief.* Relief measures are efforts spent in behalf of those who are in immediate need. These agencies are both publicly and privately conducted. The community or private groups of individuals interested in public welfare organize to relieve the misery existing in their midst. Some of this relief may be in the form of laws by which workers can be protected from the short-sightedness or selfishness of employers. Private charitable organizations give all sorts of aid to the poor — food, clothing, shelter, and medical

*Ewing Galloway, N. Y.*

The visiting nurse instructs the mother how to care for her baby. Why can the mother feel assured that her baby is receiving good care in the hands of this nurse?

care. The haphazard sort of giving that is sometimes practiced by private charitable organizations is not the best. The habit of expecting support from the community or from the government sometimes becomes a serious detriment rather than an aid to the poor. The result is that many poor people cease to put forth further effort to find work or help themselves. The dispensing of charity usually is more effective when conducted by trained workers employed to distribute charitable aid. For this purpose many communities, especially urban communities, have organized central charity relief groups or committees. All charitable organizations in the community are invited to join the central group. They receive money from the central group and dispense charitable aid under its organized direction. Many communities have called this new relief system The Community Chest. Social workers are sent by the central committee to investigate conditions among the poor and to file their findings and recommendations with the central committee. For the purpose of carrying on this work an annual community drive is made. To fill the chest

all individuals in the community are invited to do their share. A system of this sort features three outstanding advantages: (1) that there is not the same danger of overlapping as in the case of separate charitable endeavors; (2) that there is a community appeal only once a year instead of whenever the need arises; (3) that the scientifically trained welfare workers are more capable in distributing aid than those who do not know the problems of social welfare. Whatever the type of organization extending aid to the poor, all have the same aim at heart — the relief of poverty.

Does your community have a "community chest"? Does it conduct a welfare drive? Does every one contribute toward it? How is the money used?

Do you know people in your community who accept aid, but do not try to help themselves? Do you know people in your community who are not poor, but who willingly accept aid from the community? Are these people good citizens?

Our local governments spend large sums annually for poor relief. In the cities the problem of government aid is most acute due to overcrowded conditions. Counties, throughout the United States, have numerous institutions to aid the poor. Indeed, the "county poorhouse," the "county home," or the "poor farm," was one of the very first relief institutions in the United States. In these "homes" the county cared for the dependent poor. Orphans, widows, the epileptic, the aged, even the insane, were sent here by the authority of the court. Today every effort is made to separate the various groups of dependents, and to have the poor maintained in homes of their own.

Does your county have a "poor farm"? Can you find out how many people are in it? Are there any children there?

Signs of Improvement. The public attitude toward poverty has changed. We now recognize that society as a whole is responsible for many conditions the individual cannot control alone. We know that there are many causes

of poverty and that not all of them are personal. Where once poverty was taken pretty much for granted it is now being regarded as a community problem as seriously as health, safety, and civic pride. Nowadays we are weighing methods of *preventing* as well as of relieving poverty.

Review. It is difficult to define poverty. Only those who have experienced poverty know its true meaning. Overcrowded conditions, lack of ventilation, and unsanitary living are found among the rural poor as well as in the city slums. In the rural districts there is an inadequacy of medical facilities. People living in remote regions have no easy access to doctors or hospitals. Many of these people being poor delay calling a distant doctor except in the most extreme cases. Due to a lack of proper medical care, the death rate in these outlying regions is usually great. In a poor rural community there are very few educational and cultural advantages.

On the other hand, an urban community usually offers some educational advantages that may be accepted by the poor as well as by the rich. In both rural and urban poverty the most serious aspect is that when a person is born in such an environment he finds it most difficult to rise above it. Low mentality causes poverty, but poverty also causes low mentality. Disease causes poverty, but poverty also causes disease. By breeding ignorance and disease poverty lowers the victim's power of resistance to it. Since it is almost impossible for those in the grip of poverty to rise above that condition, it is necessary for society to render assistance in some organized and systematic manner.

ANSWER BRIEFLY

1. Why is poverty both an individual and a group problem?
2. Why do the poor have much to combat?
3. What is the difference between poverty and pauperism?
4. What are some of the problems of rural poverty? Of urban poverty?
5. Name some outstanding causes of poverty.
6. What are some results of poverty?

7. What are some remedies for poverty?
8. Which is the better — organized or unorganized charitable relief? Why?
9. What is a Community Chest?
10. What signs of improvement can be noted in our attack on the problem of the relief and prevention of poverty?

FOR YOUR NOTEBOOK-WORKBOOK

The vocabulary :

welfare	beggar
social service	tramp
social service worker	destitute
tenement	luxury
charity	necessity
organized charity	vagrant
"poor farm"	

Suggestion I.

1. Complete the following table to show to what extent the possession of wealth divides our communities into social groups.

TYPES	DEFINITION	STANDARD OF LIVING
The Rich The Middle Class The Poor		

2. Make a list of the charity aids for the poor provided in your community. These may be both public and private.
3. Make a list of four ways in which education reduces poverty.
4. List four ways in which an individual can take a personal interest in the welfare work in his community.
5. Make a list of things which might sometime in the future cause you to become poverty-stricken.

Suggestion II.

1. Make a list of some of the cases of poverty you have observed in your community. Mention no real names. If you must use names invent fictitious ones so that the members of the class cannot guess what individual or individuals you have in mind.

FOR YOUR BULLETIN BOARD

Arrange an exhibit of pictures to show the passer-by the "built up" and "run down" (prosperous and poverty-stricken) sections of your community. Arrange a follow-up exhibit in which you display on posters slogans designed to buoy up community spirit in the fight against poverty. The recent depression brought forth many such. You will no doubt recognize this one: "Adopt a Family"; or this one: "Give a Man a Job." One progressive city in the Middle West advertises itself this way: "A job for every citizen, no poverty to be found." See what you can work up for your own home town.

FOR DISCUSSION

It is wrong to give money to beggars.

Poverty can never be entirely abolished.

There should be a law setting a limit to the amount of wealth one person can accumulate.

True charity begins at home.

Government laws should abolish all forms of private poor relief.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. Jane, a high school junior, was very poor. She came of a poor family which lived in the tenement section of the city. One day a teacher's purse disappeared from her desk. Investigation was made and the purse was found in Jane's locker. She confessed to having taken it "because her family was so poor they had practically nothing to eat." It was learned that her father had been out of work for two years. There were six in the family.

How would you have dealt with Jane?

Case II. A certain welfare worker was addressing an audience interested in the poor relief problem of the community. He made this remark: "Give food and clothing and jobs to the needy, but do not give them money. If you wish to contribute financial aid, do so through some organized welfare group. Then the money will be more wisely distributed than if the individual gives it at random."

Do you agree with this statement? Why?

Case III. Peter was brought to this country at the age of two by his Swedish parents. He began life in America in the slums of a large city. Peter was ambitious and intelligent. He went through grammar school,

high school, and into business. His successes came rapidly and repeatedly until he found himself a rich man at the age of forty.

What probably were some of Peter's qualities that helped to make him successful? In what respects did he owe much to the community for becoming wealthy?

WRITTEN WORK

Suggestion I. Write a short composition defining the difference between luxuries among the rich and luxuries among the poor; between necessities among the rich and necessities among the poor.

Suggestion II. Write a short story about a rich boy of eighteen who suddenly finds himself face to face with poverty. See if you can imagine how this boy would react to his new situation. Would he accept it as permanent? Try reversing the case. Suppose a poor boy, or an orphan, were suddenly taken into the home of rich and childless people. How would he probably meet the situation?

Suggestion III. Draw up a comparative analysis on this topic:

"Right and Wrong Ways to Spend and to Save."

Suggestion IV. Suppose a community decided to erect a monument to "Poverty." Describe a good statue group of figures for such a purpose. Write a eulogy appropriate for an inscription on the base of the monument.

READING FOR RECREATION

1. ADDAMS, J., *Twenty Years at Hull House.*
2. ANDERSON, N., *The Hobo.*
3. ANTIN, M., *Promised Land.*
4. BOLTON, S. K., *Lives of Girls Who Became Famous.*
5. BOLTON, S. K., *Lives of Poor Boys Who Became Famous.*
6. Compton's Pictured Encyclopedia.
7. DEVINE, E. T., *Misery and Its Causes.*
8. RIIS, J. A., *Making of an American.*
9. RIIS, J. A., *The Battle with the Slums.*

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2. FURNEY, R. L., *General Social Science.*
3. GILLIN, J. L., *Poverty and Dependency.*

4. LAPI, JOHN A., *Practical Social Science*.
5. LENNSDEN, L. L., *Rural Sanitation*.
6. LUMLEY, F. E. AND BODE, B. H., *Ourselves and the World*.
7. SPOONER, L. H., *How a Health Clinic Works*.
8. VEILLER, L. A., *A Model Housing Law*.

For the Teacher

1. CHAPMAN, S. J., *Work and Wages*.
2. DAVIE, M. R., *Problems of City Life*.
3. DOW AND WESLEY, *Social Problems of Today*.
4. ELDRIDGE AND CLARK, *Major Problems of Democracy*.
5. GILLETTE AND REINHARDT, *Current Social Problems*.
6. KELSO, R. W., *Science of Public Welfare*.
7. NORTH, C. C., *The Community and Social Welfare*.
8. PARMELEE, M., *Poverty and Social Progress*.
9. RICHMOND, M. E., *What Is Social Case Work?*
10. SUMNER, W. G., *The Forgotten Man and Other Essays*.
11. TUGWELL, R. G. AND HILL, H. C., *Our Economic Society*.
12. WELLS, H. G., *The Work, Wealth, and Happiness of the World*.

CHAPTER XI

Crime

The Chapter Message

1. *Crimes consist either in breaking laws or in failing to live up to the spirit and letter of the law.*
2. *If laws are to be respected, wrongdoers must be punished.*
3. *Crimes result from a great variety of causes.*
4. *The prevention of crime is a greater social problem than is punishment for crime.*
5. *Lawbreakers may be classified into various groups.*
6. *Modern methods and agencies for detecting crime are very different from those used earlier in our history.*
7. *The general attitude toward the treatment of criminals must be based on their age, mental and physical, and on their education.*
8. *The juvenile offender receives special treatment in court; he needs guidance and help rather than punishment.*

Crime. What is right and what is wrong? The community idea of right living and wrong living is expressed in the laws that govern it. Any violation of these arbitrary standards of living brings the disapproval of, and perhaps punishment by, society. Offenses against society are classified. The most serious crimes, such as murder, arson, embezzlement, and burglary, are known as *felonies*. Minor offenses, such as violation of traffic rules and drunkenness, are called *misdemeanors*. Other classifications may be made. There are crimes committed against the state, such as

counterfeiting, rebellion, and treason. There are crimes committed against the individual, such as murder, burglary, and arson.

Statistics indicate that crime in the United States has increased during the past half century. Young men of



It is not always easy to resist temptation, but it is always admirable when people do what is right. What civic virtue do the boys have in the second picture that those in the first picture lack? How dangerous are such tendencies as the first picture shows?

eighteen to twenty-five years of age are responsible for much of the crime committed. A large proportion of the sentences pronounced by our courts during a recent year were against youthful wrongdoers.

Mention several wrong deeds some school students are tempted to perform which are regarded at school age as minor offenses, but which might lead to serious wrongdoing later on in life, if not corrected. Why is it that "schoolboy pranks" are so often taken lightly by young people and generally regarded seriously by adults? Are Hallowe'en pranks to be condemned?

The Causes of Crime. 1. *Physical and Mental Causes.* The belief that mental and physical defects are responsible for a large number of crimes has done much to modify public opinion regarding criminals. Instead of blaming offenders

for their misdeeds, they should be cared for as sick persons. The distorted mind should be treated as a diseased organ of the body. Intemperance is another cause of crime. Certainly the alcohol- or drug-inflamed criminal is in neither a physical nor mental normal state of health. Bad surroundings, improper home training, the development of bad habits, weak traits of character, and the unchecked practice of fraud are some influences that contribute to the making of criminals. As for young people who are counted criminals, much blame must be laid to the social environment into which they were born and in which they are living. The period since the World War has not provided high ideals toward right living. There has been a laxness in moral standards. There has been a leaning toward individual greediness without any consideration for group welfare. Every man for himself has been the keynote of the post-war era. There has developed a public taste for certain modern movies, literature, modes of recreation, jazz programs, and advertising that obviously caters to lower moral standards. Our youths too frequently live under unwholesome conditions that should be remedied. Lady Astor recently voiced a warning to us along this line. "Whatever you must do during these distressing times," she said, "don't sacrifice the children of your nation. You can go back and remedy other mistakes, but their lives cannot be re-lived."

2. *Economic Causes.* Crime has many economic causes. A man or woman who is out of work during periods of general prosperity often is regarded as one almost guilty of having committed a crime. Questions are asked. "Why are you not working?" "Did you leave your last job or were you fired?" If the jobless person suffering from poverty resorts to crime and is caught, he is held responsible as an individual. But during periods of depression, unemployment is more than an individual matter. When great groups of persons are poverty-stricken, workers grow uneasy with dis-

content and suffering. Strikes and hunger riots sometimes occur. Very often the poor resort to crime with the hope that lawlessness will achieve where industry has failed. Low wages directly cause crime. A self-respecting worker naturally feels that there is some place in this world where his labor will be recompensed. The strain of long periods of unemployment often proves to be a drain on his manhood as well as on his financial resources; resentment grows toward the so-called rich, who frequently are held as unjustly favored; he turns to crime in retaliation. On the other hand, an overprosperous nation is equally guilty for inviting crime. Wealth during "good times" seems so easily grasped that wrong standards of living seize the public imagination. Speculation is indulged in. Many are tempted to live beyond their income; they disregard law, the rights of others, — and crimes result.

3. *The Social Causes and Prevention.* Many causes of crime may be classed also as *social*, such as lack of proper education, slum congestion, disrupted families, low community standards, and failure of the home to maintain high ideals of respect for law and authority. Surely it is not a crime, nor even a disgrace, to be poor. But a great deal of existing poverty, and crime to no small degree, may rightly be charged to community negligence and indifference.

If a community puts unselfish, public-spirited leaders in charge of its affairs, there will be no slums, no crime-breeding places, no protecting of criminals. The police force will be alert and vigorous in detecting the wrongdoer or even the criminally minded and bring him to an accounting. The courts will be prompt and fearless in prosecuting the cases brought before them. There should be a program for crime-prevention in every community, as well as for fire-prevention.

We can locate some of the social causes for crime in our courts. Leniency among members of the police force and the slow process of trials make it possible for some offenders

to "get off easy" and for some to escape proper punishment altogether. It may be that in America we have been far



"Boys will be boys," but there are lawful ways of having good times without destroying property. What is there in the first picture to show that the boys do not have the proper civic spirit? What is there about the second picture which shows coöperation combined with lawful play? Do you suppose these boys would break the windows of their own club on Hallowe'en?

too sympathetic with law breakers and far too lenient with our interpretation of the word "freedom." Despite the volumes of laws we have made, crime has been on a steady increase since our country was organized. Law helps to direct the conduct of people. If a law is worth making, it should be worth enforcing. Every community can be about as free from the sordidness of crime as it wants to be.

There are no statistics telling exactly the number of crimes committed annually. Do you know the reason for this? What conditions sometimes exist in homes which tend to make young people have too little respect for laws? Why is it that the moral standards of the future rest with the youth of the present?

The Criminal. The criminal may be one of several types. He may be a hardened repeater or a first offender. He may have inherited his criminal tendencies or he may have been taught criminal practices by some one well versed

in them. He may be an impulsive sort of person with so little control over his actions that he falls as easily into wrong ways as right ones. He may not be so personally responsible for his misdeeds as is his environment. He may be of so low intelligence that he does not realize how vicious are his acts against society. On the other hand, he may be highly intelligent, but intentionally clever and scheming. He may be fully aware of the crimes he plots and commits, but willing to take a chance on not being caught. Whatever his type, once branded, he comes under the general category of those who have shown disregard for the letter of the law. Once sentenced, he belongs to our criminal group.

Do you think we should use the word "criminal" for all those who have committed offenses against society?

Detecting Crime. Detecting crime is a duty primarily of the police, but actually belonging to every citizen who has the welfare of his community at heart. When one person steals from another or murders another, there is generally no reluctance on the part of those affected by the act in reporting the matter to the proper government authority. When a person hears of



Some people have low ideals; they prefer to spend their days in confinement as the man in the upper picture. Other people have high ideals; they enjoy being good citizens and strive for the better things in life such as the lower picture indicates.

or witnesses a crime that does not concern him directly, there is not the same urge to right the wrong as if the matter were personal. Therefore our governments have had to rely on a regularly organized force of men — the police — to protect the community against criminal offenders. A corps of men wearing no regulation uniforms (plain-clothes or secret-service officers) does much toward the ferreting out of crimes. Scientific aids, such as the telegraph, telephone, radio, fingerprints, the Bertillon system of measurements, and the dictograph, have assisted greatly in arresting criminals. You have no doubt sat before the radio and listened to police radio calls and pleas for information from the bureau of missing persons.

With all the modern devices to detect those who commit crime why do you think so many offenders are never caught?

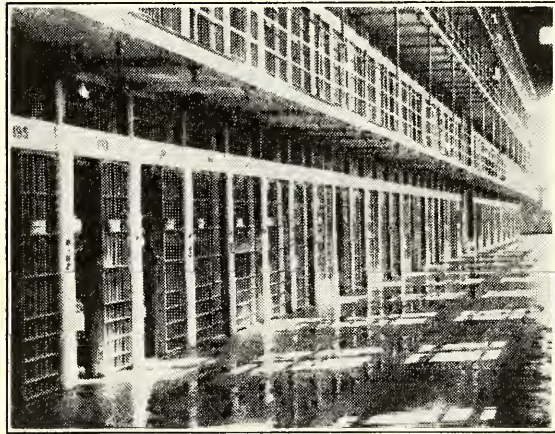
Prison. Our prison system has faults and virtues. Much as we may disapprove of the manner in which some of our penal institutions are conducted, imagine the chaos into which we would be hurled were there no police, no courts, no prisons. There are two types of prisons in the United States today.

1. *The Old-Type Prison.* The old-type prison is a building not well adapted to newer ideas concerning the treatment of criminals. There they are herded in gangs, in some states worked in "chain gangs," clothed in striped suits, and kept in sullen order by means of military supervision. The principal purpose back of the old prison system is to repress the inmates.

Naturally the old-type prison suffers occasional outbreaks of dissension, even of attempts to secure freedom, because of its heartless attitude toward the fact that, despite their misdeeds, criminals are human beings with many of the identical "good impulses" of the men outside the walls. In fact, prisoners have been discovered to be guilty of but one

slight misstep and yet subjected to the same sort of "rough treatment" meted out to those entirely devoid of any noticeable virtues. Thus it happens that a man, who might be returned to society at the completion of his term with good intentions to live a clean life, stores in his heart, instead, a burning hatred toward all society and resolves upon revenge. What happens? He gets out of jail only to be returned.

2. *The New-Type Prison.* The new-type prison, such as instituted first at Auburn by Thomas Mott Osborne, takes a different attitude toward the detained criminal. Besides punishing him for his misdeeds, it undertakes to teach him ideals of a higher standard than his



Inner view of a new-type prison.

own and to train him in better practices of living — not by theory or preaching — but by firm, kindly guidance. The building itself and the type of men in control are very different.

Improved prison management classifies prisoners so that the first offenders will not be mixed with the old-timers. Experience along this line has proved that such association is contaminating. Prisoners are also permitted to enjoy advanced standing in the institution on a basis of merit, particularly good behavior. Thus a prisoner can advance out of his striped suit into khaki and hold places of trust in the prison. The authorities make an effort to appeal to the manhood and womanhood of their charges rather than to try to rule them by force. The health of prisoners in the new-type prisons is cared for as carefully as that of a patient in a public hospital. Care is taken to maintain sanitary

*Rotofotos*

Mattress-making is one of the many kinds of work at which the inmates at Sing Sing Prison are employed.

conditions, a task in itself, for the inmates of our jails come mostly from unclean environment. Provision is made to keep idle hands and minds busy while "doing time." Work of all descriptions is set up to prepare for a means of livelihood when the prisoner is released. These are some of the reforms in progressive prisons. Too easy a life for the wrongdoer? you ask. If you feel that way, you ought to read some authoritative books on the subject, because the problem has many angles. The appointment of prison wardens is too often political. The men best suited to be jail wardens are not always the ones picked. Relatively few of our prison wardens are trained students of crime, its causes and cures.

Besides the attention paid to reform and education, there are social advances. One prison of admirable management has a stage on which are presented plays, written, coached, and acted by the "members," football, baseball, and basketball teams, a weekly newspaper, a library, a recreation room equipped with radio and piano, an orchestra, and a beauti-

ful chapel in which religious services are held every Sunday morning and evening. This prison is located in the South.

3. *Local Jails.* Small prisons and jails are at a disadvantage. They are generally places for temporary commitment and sometimes are outrageously in need of decent space in which to accommodate the number of inmates. The small county jail could wisely be abandoned for a consolidated structure erected to serve many surrounding communities.

The Sentence. Some of our states are coöperating with new forms of prison management by the kind of sentences pronounced in the courts.

1. *Indeterminate Sentence.* This sentence gives to the prison authorities the power to determine the length of time the convicted person shall be detained. To do this the sentence fixes a maximum and a minimum period of detention, and permits a prison board to decide upon the exact date of release. The prison warden makes report on the prisoner to the board. Thus, you see, the behavior of the prisoner actually does count. He must, of course, stay the minimum time, but he can reduce his total stay on the basis of a good record.

2. *Suspended Sentence.* When the convicted person is considered worthy of keeping a place in community life without imprisonment, his sentence may be suspended but the court reserves the right to carry out the original sentence if he fails to live up to the terms of the release granted him.

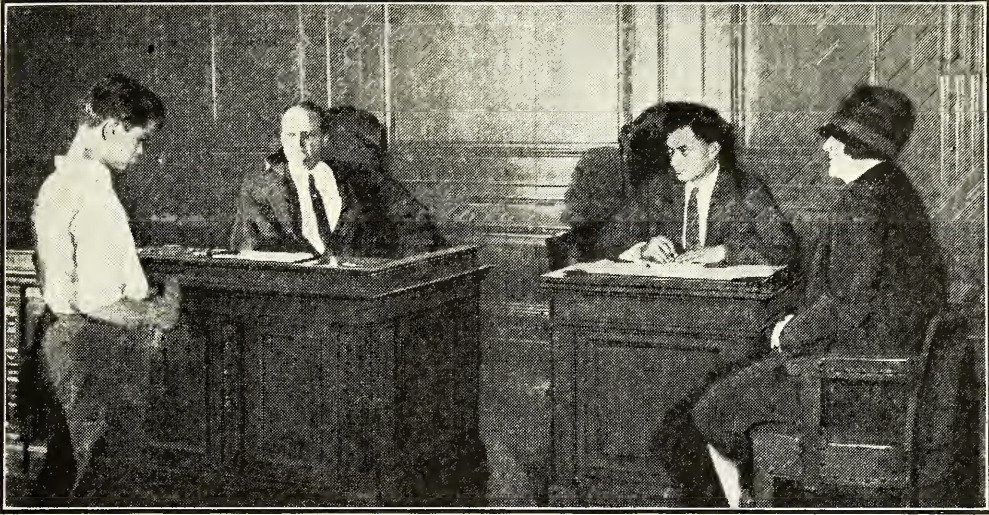
3. *Cumulative Sentence.* This sentence is given in the case of the confirmed, or habitual, criminal. If, after imprisonment, he proves by violating prison rules or by repeated attempts to escape that he is not worthy of the freedom he is scheduled to receive, his term is lengthened by the prison authorities. Also, the court adds time to the offender's term for each crime that he has committed.

4. *Parole.* Another important reform in the treatment of prisoners is the parole system, under which a prisoner, for good behavior or other adequate reason, may be released before his sentence expires. He may then earn an honest living and support his family, but must report to a parole officer or some other official at regular intervals until the termination of his sentence.

5. *Capital Punishment.* The value of capital punishment (the death penalty) as a deterrent of crime is being questioned by many students of crime prevention. Some argue that the taking of a life for a life is an anti-Christian practice and to be condemned. Others claim that it is justifiable as a convincing lesson to deter thousands who without its finality might take a chance and indulge their impulses. The lesson of the electric chair is a very controversial one. It is held that the state has no right to take a man's life when it has the alternative of committing him to life imprisonment. What do you believe in this matter?

State a case where you think a convicted individual should be paroled; given an indeterminate sentence; a cumulative sentence.

Juvenile Offenders. Even the most modern of our penitentiaries are not fit places for the retention of juvenile law breakers. A youth, under sixteen or eighteen years of age, who cannot resist the temptation to do wrong, should be taught right living before the habit of law breaking has settled upon him. One of the most important of all prison reforms has been the separation, in courts and in prisons, of youthful delinquents from adult offenders. Juvenile courts have been established for the exclusive hearing of juvenile cases. Young wrongdoers are brought before a Juvenile Court Judge. At the hearing the probation officer and the parents are included in a sort of round table conference over the matter. If the young person must be given public punishment for his misdeed he is sent to a "house of de-



Ewing Galloway, N. Y.

Even under the best of conditions it is embarrassing to a young person to be arraigned in Juvenile Court. What are the conditions here that spare this boy the type of treatment he would be subjected to in an adult courtroom?

tention" or a "school for correction" or a "reformatory" where efforts are made to set him aright on his contorted attitude toward society and the part he must play in it. Juvenile offenders are, as often as possible, released on probation, which means they report regularly to probation officers. In the reformatories they are kept busy living in accordance with a well-ordered régime and learning useful trades. By such efforts we aim to show erring youth how to become respected members of society.

Your school principal probably does not punish every boy just the same way for committing the same offense. Why not? Would you punish a Junior High School pupil the same way you would a Senior High School pupil?

Review. We are coming to realize more and more how unfit for group membership is the anti-social individual who persists in disregarding the rules of the group. Clearly it becomes necessary for society either to change the attitude of the criminal or to separate him from the citizens who are law-abiding. We are learning year by year that the causes for crime are not entirely personal. We have learned that

the illegal practices of the criminal may be due to faulty heredity, faulty environment, or faulty education. For such a background the individual is not wholly to blame. We are getting away from the desire to merely punish the criminal for his acts because he cannot be taught right living through punishment. A modern penal program aims to fit the criminal for his return to society. A suggestion has been made in one of our states that criminals be turned over to a committee of physicians and psychiatrists, to make a study of the lawbreaker and to assign him to hospital, school, asylum, or prison confinement, as the needs of the case may indicate. In other words, we are now trying to fit the punishment to the criminal rather than to force the criminal into an indiscriminate prison group. We do not decide in advance the length of time a patient must remain in the hospital merely on the basis of the seriousness of the disease. Nor do we attempt to give all patients the same kind of treatment.

ANSWER BRIEFLY

1. Define crime.
2. How may crimes be classified?
3. What are some personal causes for crime? Some social causes? Some economic causes?
4. Why is the prevention of crime so important?
5. What types of criminals are there?
6. How is crime detected nowadays?
7. What are the ways in which the new-type prison differs from the old-type?
8. What is meant by capital punishment? Why is this so severely criticized?
9. Name three forms of court prison sentences. Discuss the merits of each.
10. What is a Juvenile Court? What is the modern attitude toward juvenile offenders?
11. How has the public attitude toward crime changed in America within the last fifty years?

FOR YOUR NOTEBOOK-WORKBOOK

The vocabulary :

delinquency	penalty
felony	indeterminate sentence
misdemeanor	cumulative sentence
misbehavior	suspended sentence
capital punishment	probation
prison	parole
jail	segregation
reformatory	criminal
penitentiary	Juvenile Court
penal	

Suggestion I.

1. There are three ways in which educated citizens can be of exemplary service to those who are tempted to evil practices : (a) by observance of laws and high moral standards, (b) by coöperation, (c) by sympathy and help. Write in your notebook an incident (imaginary or real) demonstrating each of these three ways.

2. The following are claimed to be some of the underlying causes of juvenile delinquency. Write in your notebook a short opinion of your own on what part each plays in the life of the average child : (1) poverty, (2) no church membership, (3) poor health, (4) idleness, (5) petty gambling, (6) juvenile courts too lenient, (7) cigarettes, (8) too little education, (9) too much spending money, (10) movies, (11) bad books, (12) crime stories over the radio.

FOR DISCUSSION

Modern prison reforms tend to make life in prison far too easy for the criminal.

Juvenile criminals should receive the same treatment as adult criminals.

If a group of imprisoned criminals were transferred to one of our finest hotels and given all the comfort and conveniences the hotel affords but refused their freedom, the criminals would still long for freedom.

FOR YOUR BULLETIN BOARD

Those of us who are free to circulate in society when and where we choose may wonder what it is like to be living behind four walls under compulsion. Try to gather for the bulletin board display on this chapter

some scenes showing life in prison. Write to a Federal, State, or local prison requesting pictures and information regarding its organization and operation. Some of the prison industrial scenes, such as the laundry, the kitchen, the dining hall, the printing plant, and the license factory, prove of extreme interest to an outsider. Try, also, to secure a copy of a prison paper and make comparisons of its material with that published in your school and community papers.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. This headline appeared in a recent newspaper: "Boy of Sixteen Sentenced to Life Imprisonment for Murder of His Playmate."

Can a boy aged sixteen be regarded as a murderer? Is life imprisonment too severe a penalty in the case of this crime?

Case II. After the World War a certain ex-soldier was sent to prison for embezzlement and counterfeiting. He admitted his guilt and settled down "within the walls" to exemplary living in order to shorten his sentence. He had a bent for art and began, during off hours, to devote his spare time to making statues. In the course of time his ability attracted the attention of first his fellow mates, whose likenesses he set up in clay, then of the warden, and finally of the outside world. Many letters were written to the governor in his behalf requesting pardon. Most of the writers of these letters set up a plea that it was an injustice to imprison one of so much artistic ability.

Do you consider that a man such as this one was entitled to pardon because of his ability as an artist?

Case III. A certain Grammar School was located in a slum district. The boys of this school were "boys of the street," and not well acquainted with the ways of right or straight living. One day there came into the Principal's office a tradesman with a check. The tradesman said that one of the boys had brought the check into his store to be cashed. It was signed by a teacher whom the tradesman knew. The Principal asked the tradesman whether he could recognize the boy. He thought he could. So they went from class to class until the boy was found. When confronted with the check he admitted having stolen it from the teacher's desk. Its amount was ten dollars.

What should have been done with this boy? State reasons for your solution.

Case IV. Not all prisoners receive the humane treatment given in modern prisons, by any means. In a certain large prison in the United

States the inmates are not segregated, the striped uniform is worn, chain gangs are sent out to work on the rocks, and militarism dominates the entire institution. In this prison riots often break out. A certain man is one of its inmates. He is an educated man and makes constant protest against the methods of handling the prisoners. The prison authorities claim his protests should not be given recognition because he is the cause of much unrest among the prisoners. His appeal has reached the desk of the governor.

What should be done with this man? If released, why? If detained, why? Should he be punished for his critical attitude?

Case V. A young man was imprisoned as a first offender on charges of robbery. His prison record proved so excellent that under the suspended sentence the warden recommended his release. He secured work and at the age of twenty-five entered an engineering college from which he graduated with scholastic honors. He married and now has two children. One day he said to a friend who did not know of his past record, "If my boy wants to learn how to live right he can learn that lesson best in prison." The friend was shocked and disagreed.

What is your reaction to the remark of this ex-prisoner who apparently has "made good"?

AN EXTRA PROJECT

There is a play by Holworthy Hall called "*The Valiant*" which demonstrates excellently a vital point of this chapter. Obtain a copy of it and present it in your classroom and, if possible, in your assembly. It is well worth the time it takes.

READING FOR RECREATION

1. BARNES, H. E., *The Story of Punishment*.
2. BOOTH, M. B., *After Prison — What?*
3. BURNS, R. E., *I Am a Fugitive*.
4. CLARK, C. L., *Lockstep and Corridor*.
5. DRUCKER AND HEXTER, *Children Astray*.
6. EARLE, A. M., *Curious Punishments of Bygone Days*.
7. LAWES, L. E., *Life and Death in Sing Sing*.
8. LAWES, L. E., *Twenty Thousand Years in Sing Sing*.
9. LOWRIE, D., *My Life in Prison*.
10. OSBORNE, T. M., *Within Prison Walls*.

A WORKING BIBLIOGRAPHY

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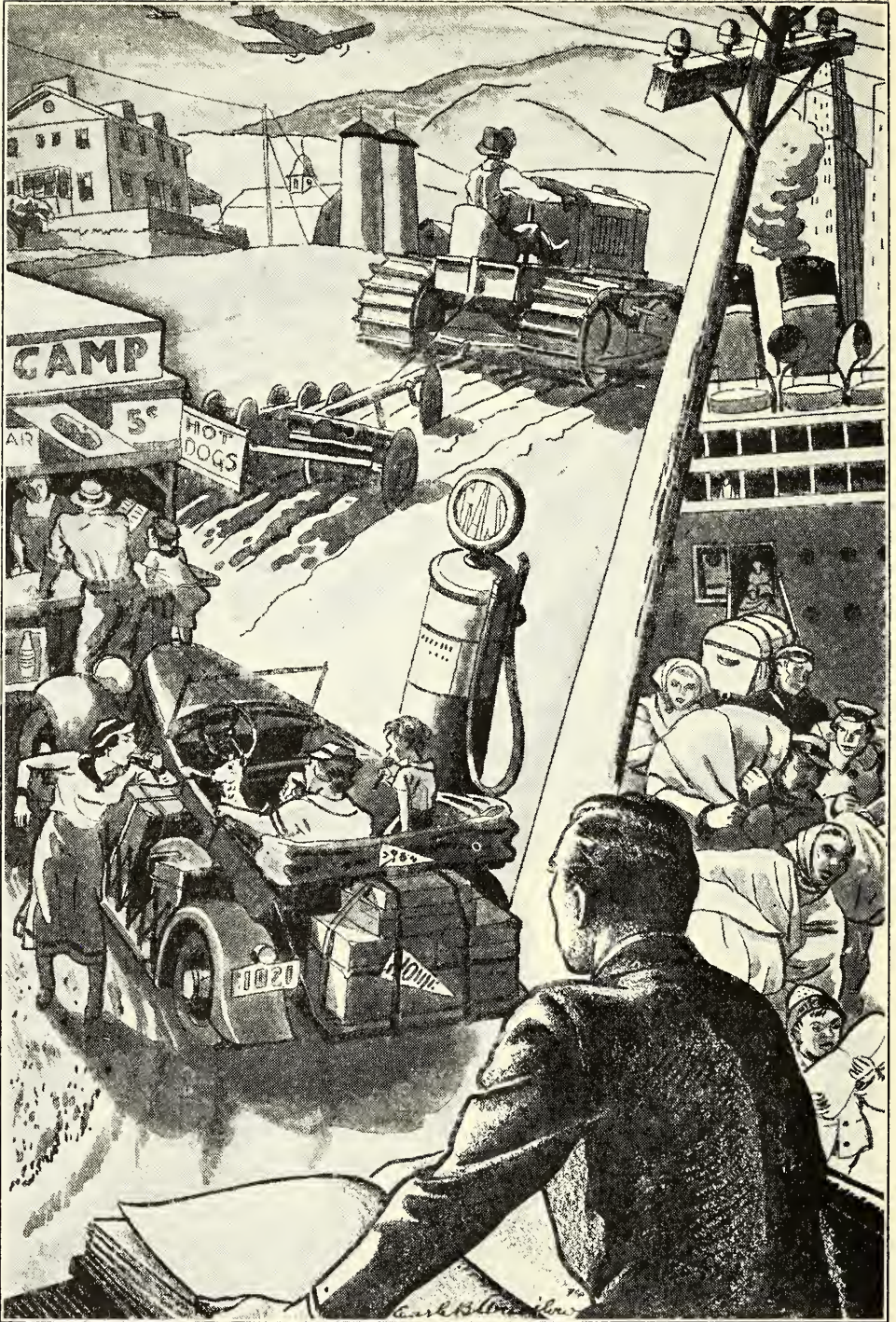
1. BURT, C., *The Young Delinquent*.
2. ETTINGER, C., *The Problem of Crime*.
3. HEALY, W., *The Individual Delinquent*.
4. MCDUGALL, E., *Crime for Profit*.
5. QUEEN, S. A., *The Passing of the County Jail*.
6. ROBINSON, L. N., *Should Prisoners Work?*
7. WILSON, M., *The Crime of Punishment*.
8. WINES, F. H., *Punishment and Reformation*.

For the Teacher

1. BERG, L., *The Prison Doctor*.
2. ETTINGER, C., *The Problem of Crime*.
3. GLUECK, S. AND E., *Probation and Criminal Justice*.
4. HOPKINS, E. T., *Our Lawless Police*.
5. LAVINE, E., *The Third Degree*.
6. MOLEY, R., *Our Criminal Courts*.
7. MCCORMICK, A. H., *The Education of Adult Prisoners*.
8. POUND, R., *Criminal Justice in America*.
9. Publications of the National Commission on Law Observance and Enforcement — Nos. 3, 4, 6, 7, 8, 9, 10, 11, 12, 14.
10. SCOTT, W. L., *Juvenile Court in Law and in Action*.

Unit Four

YOU STUDY SOME PROBLEMS OF CIVIC
IMPROVEMENT



It is no longer easy for us to follow the many trends of civic improvement in effect to-day. What scenes of development are portrayed here? What others are discussed in the chapters of this unit?

CHAPTER XII

The Modern Family

The Chapter Message

1. *The family is an important unit of society.*
2. *The present machine age has caused many changes in modern family life.*
3. *The care and training of children is the most important duty and responsibility of parents.*
4. *The modern housewife has been greatly freed from housekeeping drudgeries, with a consequent increase in her leisure time.*
5. *Ideal home life is easy to describe, but not easy to attain.*

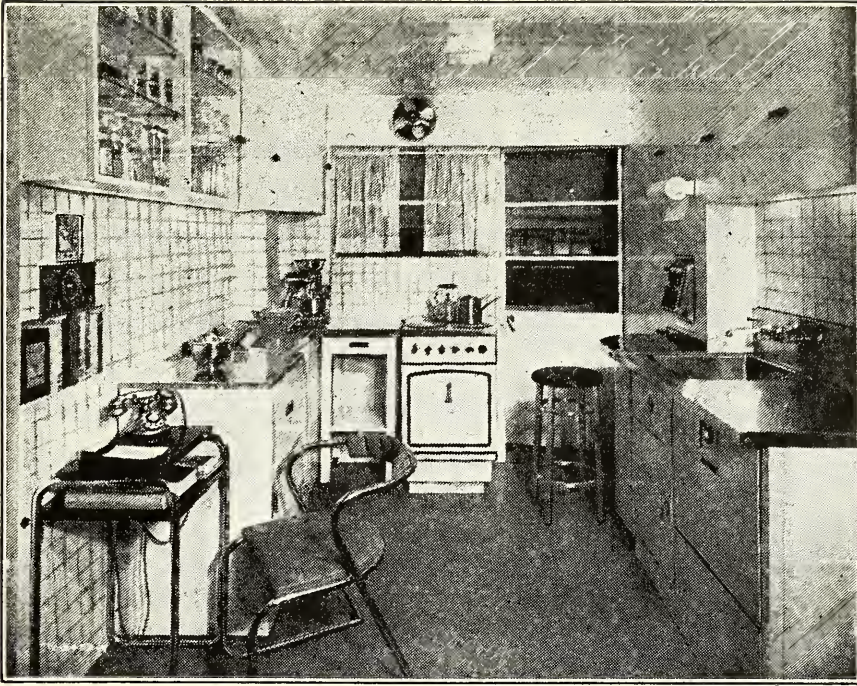
The Social Importance of the Family. In order to understand the social organization of a community you must understand first the importance of the family as a unit of society — a unit that is much older than the community, state, or nation. In a previous chapter you read that the home or family group consists of parents and their children. This is sometimes referred to as the family circle. Youthful family members, while in the home, need to be taught the primary principles of coöperation. A child who does not learn to coöperate at home finds it difficult later to coöperate in outside groups, such as the church, the school, or the community in which he lives. Some important lessons that every child should be taught in the home are health, obedience, service, loyalty, coöperation, duty, responsibility, and thrift.

Modern Methods of Living Change Family Life. 1. Influence of Machinery. There was once a time when the family made a combined effort in the home to supply as many of its needs as possible, whereas nowadays the family depends largely upon machinery outside the home for most of its necessities. There is scarcely a household in the United States today in which a spinning wheel or a loom is used to make the yarn for blankets or the clothing needed by its members. In Colonial days most housewives spun and wove all their own wool and flax. Today clothing, bread, soap, canned goods, rugs, blankets, cereals, and numerous other articles are obtained from factories and bakeries. Machinery has invaded the home from cellar to roof. Irons and house-cleaning appliances are operated by electricity



Armstrong Roberts

This family group has a companionable home life. How can you tell this? What do you suppose the father has seen in the newspaper to attract the attention of all four members of the family?

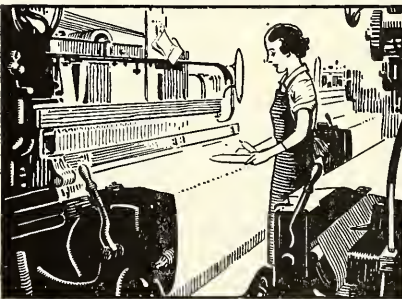
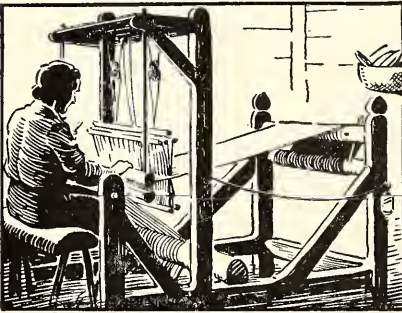
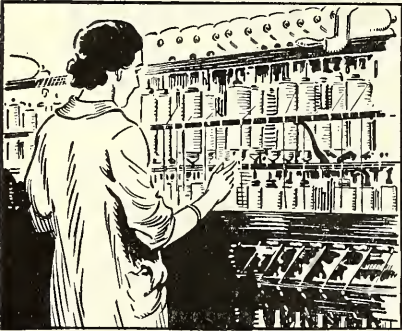
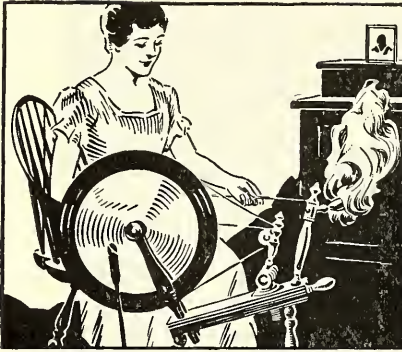


H. J. Heinz & Co.

Point out how this kitchen shows that it belongs in a modern home where neatness and cleanliness are considered as important as efficiency. Find five recent scientific inventions in this room.

from a power plant miles away. Even the furnace can be operated by various mechanical devices. Thus women and children have been released from the burden of much household drudgery and are, in consequence, seeking employment and recreation in industrial circles outside the home. Some have gone into factories, others have entered business offices, many have taken up salesmanship. Of course, this leaves the home somewhat empty during working hours. But increased earning power has meant more comfortable homes than these householders would otherwise be able to afford.

2. *Influence of the City.* The rapid development of cities has had its influence upon the family. It is difficult to maintain an old family-hearthside life in the city. Congested living conditions in urban communities have forced families into smaller living quarters, smaller houses, apartments,



Spinning and weaving are old arts. Point out the changes modern inventions have made in them. Are these changes for the better? Are they as beneficial to groups of individuals as they are to the single individual?

and tenements. Amusements of all sorts attract the young family members away from the home. City churches, aware of the tendency of city people to seek amusement outside the home, provide a wide variety of social gatherings and entertainments for their members, old and young. School and urban playgrounds offer recreational opportunities that, in olden days, were afforded by romping in back yards or over fields. Modern clinics give medical service that formerly was the problem of anxious parents and the family doctor. Public libraries now offer reading rooms and a circulating book-lending service, whereas there was a time when the family book-shelves were the main supply of reading for recreation and information.

What family needs, besides those mentioned above, are supplied outside the home? The family is the smallest social institution. Why does it rank first in social importance?

The Care of the Child. Foremost among family duties is the care of the children. The family, especially the mother, exerts a tremendous influence upon the child during its helpless childhood

years, in the form of early training and care. Personal habits formed during this period of life are matters of great importance. The child has much to learn in the home before it can be called socially prepared to meet the greater groups of individuals beyond the family circle. If taught in the home the customs, beliefs, ideals, and practices of the group, the chances are the child as an adult will have ambition to uphold such teachings. The comradeship between parents and children, and sisters and brothers, lays the foundation for coöperation and understanding so much needed by every one.

What valuable teachings have been given to you in the home? What habits have you formed during your early childhood of which you are now very proud? How do you interpret the sentence, "Keep the home fires burning"? State several ways in which the interests of a home are stimulated by children who are attending school. In what ways are homes with growing children in them in closer contact with community life than homes without children in them?

The Modern Mother. 1. *The Rearing of Children.* The modern mother often realizes that professional advice can give her considerable aid in the rearing of her children. She reads articles in magazines, or listens to radio talks, on the proper bringing up of her children. She attends lectures given by noted experts in child training. From study and experience she learns that she must make an effort to understand modern problems of living if she would deal wisely with her children. If she lives in a city, there are child guidance clinics for her to attend. If she lives in the country, she can with the help of household labor-saving devices devote more of her time to the training of her children. If she takes the trouble to keep in touch with the many contacts available even in rural communities, she can direct the leisure hours of her children so that they may be filled with profitable pleasures.

2. *The Use of Leisure.* The increase of leisure in the home has permitted the modern woman to enter the workaday world, which formerly was regarded as the exclusive right of man. This is not necessarily a situation to be condemned. Two wage earners in the home are better than one when the extra income means greater comforts and conveniences, more education, and proper food, shelter, and clothing for the members of the family. Then, too, there are mothers who cannot regard housework as anything but drudgery. Such mothers, happily busy at work elsewhere, are not to be criticized if they provide with their earnings proper care and attention for the children during early childhood.

What are some modern household devices on the market today which are craved by modern housewives as labor-saving appliances?

Problems of the Family. 1. *Maintaining the Home.* Most important of all family problems is that of maintaining the home itself. Separation of parents, and divorce, are becoming more and more frequent in the United States. Statistics state that the divorce rate in our nation has increased over 300 per cent in the last half century. A broken home may affect very seriously the lives of the children and may offset many of the good influences with which the parents had surrounded them. Poverty often causes families to be separated, sometimes leading a parent to desert the children. The results of such desertion are the same as those brought about by divorce. The children must either be taken by the mother or father separately, or left to the care of others, or placed in institutions. For such children normal home life does not exist.

2. *The Family Income.* Another difficult family problem is that of keeping a proper balance between earning and spending the family income. Some families buy unwisely and with no foresight. They make undue use of the oppor-

tunity to buy on the "installment plan" not only expensive articles, such as furniture and automobiles, but clothing, food, and coal. They become burdened with debt. An earnest, systematic attempt to balance expenditures with income will often remove this obstacle to a happy family life. There are department stores that offer housewives the opportunity to learn how to keep an organized family budget. Radio programs and newspaper columns often give advice helpful for just such situations. Social service workers report that a large percentage of their problems in welfare work arise from family controversy over money. Funds should be systematically set aside to provide for illness, for higher education, and for old age. Insurance companies now are offering opportunities to parents for investing and saving money in small systematic payments, and also for sickness and disability benefits, as well as for creating funds to educate their children.

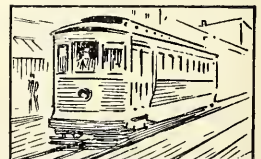
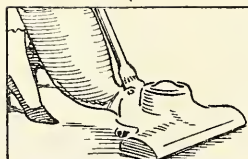
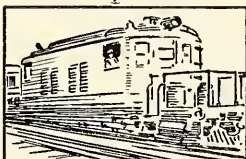
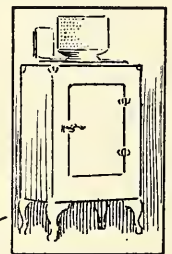
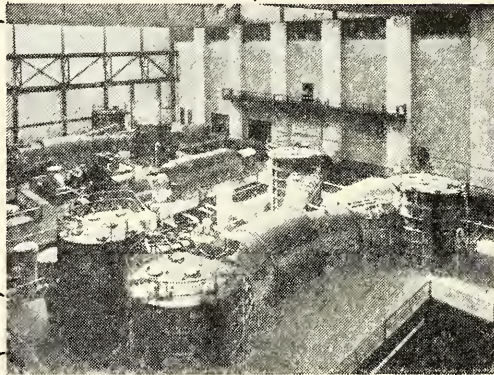
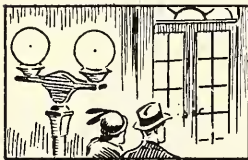
3. *Laws Affecting the Home.* Uniform marriage and divorce laws would tend to remedy many maladjustments in the home. Divorce has increased at such an alarming rate that it is puzzling to decide where the best remedy lies, that is, whether improved marriage laws or more stringent divorce laws would solve the problem.

Many other laws exist to benefit family life, such as laws governing the hours and conditions of labor, especially for women and children. Housing laws in many cities regulate the location, size, and safety of buildings in which families are living. Some states have old-age pension and widow's pension laws that help to keep family ties unbroken.

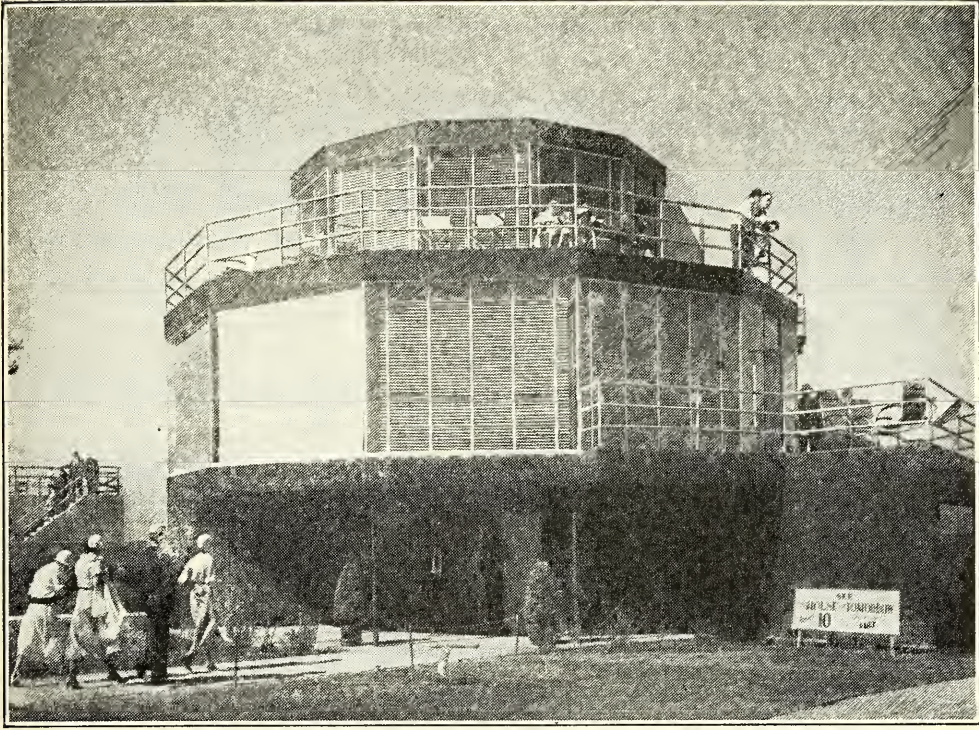
4. *The Domestic Relations Courts.* Many communities, believing that domestic disorders may be satisfactorily adjusted, have established domestic relations courts. They aim not so much to pronounce judgment and to mete out punishment as to give advice and, if possible, to adjust difficulties. They sometimes engage the advisory services of

experts in mental hygiene and psychiatry, who investigate and study the cases brought before the court. These courts have gathered very interesting and helpful data on the problem of the home.

The Ideal Home Life. It is easy enough to pick out the flaws in family life, nor is it difficult to set up a picture of the ideal home. A family is fortunate if it is able to own and maintain its own home, and have its members live companionably and contentedly. A plot of ground around the house, suitable for a yard and a garden, are desirable for the health and play of growing children and for the pleasure of adults. Wise saving and spending are the practice of every member. In reaching this ideal, the training of the child is a factor of major importance.



In the center of this picture is a section of a modern power house that sends out the electric current into different types of service. Tell how electricity as applied in this picture can help to make home life ideal.



Kaufmann Fabry Photo

This is the famous House of Tomorrow shown in the Chicago Exhibition of 1934. It aroused great curiosity because it is made entirely of glass. Does it seem practicable to you? What scientific improvements in the making of glass probably inspired the idea of a house of glass for the America of Tomorrow?

Coöperation is the keynote of the ideal home; the members are sympathetic and tolerant, for they realize that individual happiness is dependent upon coöperation among the home group. While the home is working out its household problems it is fully aware of the outside world and coöperates with it. The following essay might well have been inspired by the environment of a happy home. It is worth your reading. It was published in *The Literary Digest* of May 13, 1933.

"MOTHER'S DAY

"One day in the year set aside for mothers — how strange a custom! Like setting one day aside to grasp the beauty of the sun, the moon, the stars — all the lovely, natural things that bring warmth, light, comfort.

"Many times I have longed to set my thoughts down on paper. Not in the flowery language of greeting-cards, but in the simple language of love. I write the words, 'Dear Mother' — lovely tender words — and grow silent beneath the weight of thoughts and memories that, lying buried like precious jewels beneath the dust of years, arise clear and glowing in my mind.

"Impossible to describe the homely beauty of these thoughts: warm kitchen filled with the scent of bread, sunlight dappling a clean white cloth, touching the rosy apples in their copper bowl; tender memories of loving acts and dreary tasks done smilingly while the sun shone and the years marched swiftly past, and youth, perhaps secretly mourned, passed with it.

"How describe the broad, deep-bosomed earth, symbol of maternity — awakening in the spring of the year, lying fruitful beneath the summer sun, resting from its labors in the autumn and dreaming peacefully wrapt in snowy mantle? Dwelling upon these thoughts we hear borne strong on the wind the galloping hoofs of Time astride the ceaseless cycles of the years, drawing nearer and nearer. Then caught by a vague fear, we say or we think or we write, 'Dear Mother.'"

It has long been our pride in America to regard the family as one of the most cherished of our institutions. In homes where there are children, intelligent parents will search for a method of group living which will give proper consideration to the development of each individual member of the family. It is possible, also, to develop many common interests for the family group as a whole. The ideal family will safeguard health as the most important factor in good living. The family income must be wisely shared, spent, and saved. Recreational pleasures should be found within the family circle as well as outside it. Last but not least, the younger members of the family, who will some day leave the family group and aim to establish a home of their own, should be taught the ideals of successful family life. To the boys this means earning and saving long before a home can be bought and a wife supported. To the girls it means an understanding of how to run a home happily, comfortably, and effi-

ciently. Usually mother and father are the best models to observe and study. Many homes have been cruelly wrecked because young people have not been willing to weigh the more experienced "ways of the old folks." This is a pity, too, because home building can be made a satisfactory, beautiful enterprise.

ANSWER BRIEFLY

1. What are several important functions of the family?
2. How have modern means of living changed family life?
3. What influence has urban living had on modern family life?
4. What are some duties of parenthood in the care of the child?
5. What are some causes for the breaking-up of families?
6. Can you suggest some ways by which the family may be kept from breaking up?
7. What are domestic relations courts? What sort of work do they do? Name other agencies that aid in the problem of family adjustment.
8. Describe the ideal home and home life.

FOR YOUR NOTEBOOK-WORKBOOK

The vocabulary :

family circle	marital	domestic relations court
family lineage	housewife	widow
relatives	family budget	widower
divorce	home economics	alimony
desertion	home sanitation	household
orphan		

Suggestion I. Set up a day's schedule for a family of four — father, mother, 2 children 12 and 14 years old respectively. Make this a time-schedule which includes hours of recreation, of work, and of household duties and responsibilities. Indicate whether this family lives in a rural or urban community.

Suggestion II. Write ten rules of conduct which you believe could be posted on the wall of any home and followed by all members of the family, young or old.

Suggestion III. Complete the following table

	NEEDS	LABOR SAVING TOOLS	AMUSEMENTS
The Primitive Family .			
The Colonial Family . .			
The Modern Family . .			

Suggestion IV. Work out a family budget for a family of four. The income is one hundred and fifty dollars a month. The members are the father, mother, a daughter, age fifteen, and a son, age ten. They live in the city. The expenditure items are food, clothing, rent or taxes, charity, amusement, illness, laundry, education, travel, telephone, gas and electricity, heat, allowances, miscellaneous, and savings.

Suggestion V.

1. Make a list of ten labor-saving devices now available for the modern home.
2. Make a list of ten important occupations outside the home now open to women workers.

FOR DISCUSSION

Installment buying is an absolute necessity for the upkeep of some households.

Children live a happier family life in rural than in urban communities.

FOR YOUR BULLETIN BOARD

Prepare a large chart entitled, *The Employment of Children in Our State*. On this chart indicate what the laws of your state say concerning :

1. The working age for children.
2. The requirements a juvenile worker must have to obtain a permit to work.
3. The types of employment forbidden to children under certain ages.
4. Legal regulations governing hours of work for juvenile laborers.

How did the N. R. A. affect these laws?

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. This is the story of one American family. John Smith and Mary Morton were married at the respective ages of 18 and 16. John had worked since he was 14 but had no money set aside. He and Mary, his girl wife, went to live in a boarding house. Mary had a job in the Five and Ten Cent store which she kept until her first baby was born. Then she and John moved into a furnished flat, badly furnished at that.

A succession of children was born to these parents until there were nine in twelve years. Two died. Money was scarce in the family, for John, with no more than seven years of school, had little earning capacity. One day in the factory an accident in the machine shop fatally injured and killed John. Mary, left helpless and moneyless, put her children in a home and returned to work. As each child reached the age of 16 he was set to work by the home. None of these children received very much education. They were set adrift, to work and to marry at an early age, as had their parents. Before the oldest was 20 years of age Mary died of tuberculosis.

What comments can you make on the history of this family?

Case II. A certain High School boy felt that he lived an unhappy home life because his mother was "old-fashioned" in her ideas about bringing up children, and because his father was too strict. He saw other children living freer lives than he lived. Despite the fact that he had a comfortable home, a father who provided for his family economically, a mother who was doing the best she knew how, this boy ran away from home at the age of 17, never to return.

Do you condemn the boy? the mother? the father? the boy's companions? What might have been done to keep the boy in the home?

WRITTEN WORK

Suggestion I. Write a paper describing where you think family authority should rest. Should the father have superior authority, or should he share it with the mother, or should parents and children co-operate in this matter?

Suggestion II. Make a list of the things you could do to help make your home a happy one.

Suggestion III. Suppose your state is about to vote on a pension law for widowed mothers. Write a letter to your representative telling him how you would like to have him vote on the question and why.

Suggestion IV. Write an essay about your own family. Start with grandparents on both sides (mother's parents and father's parents) and bring your account down to the present. Mention interesting family customs that have been held by your family from generation to generation. State which of these customs you plan to keep up when you become partner-head of a family.

READING FOR RECREATION

1. ALCOTT, L. M., *Old Fashioned Girl*.
2. ALDRICH, T. B., *Story of a Bad Boy*.
3. DEFOE, D., *Robinson Crusoe*.
4. HALE, L. P., *Peterkin Papers*.
5. HUBBARD, R., *Queer Person*.
6. IRVING, W., *Rip Van Winkle*.
7. RHYS, M., *Mr. Hermit Crab: A Tale for Children by a Child*.
8. RICE, A. H., *Mrs. Wiggs of the Cabbage Patch*.
9. TARKINGTON, B., *Penrod*.
10. WIGGIN, K. D., *Mother Carey's Chickens*.

A WORKING BIBLIOGRAPHY

For the Pupil

1. ELDRIDGE AND CLARK, *Major Problems of Democracy*.
2. LAIDLER, H. W., *The Road Ahead*.
3. MUNRO, W. B., *Current Problems in Citizenship*.
4. —, *Social Civics*.
5. NASH, J. V., *How the World Lives*.
6. PHILLIPS AND NEWLON, *The New Social Civics*.
7. TODD, A. J., *Primitive Families*.
8. WATSON, M. E., *Children and Their Parents*.

For the Teacher

1. BYE, R. T., *Principles of Economics*.
2. ELY, ADAMS, YOUNG, ETC., *Outlines of Economics*.
3. GROVES, E. R., *Wholesome Marriage*.
4. GROVES AND OGBURN, *American Marriage and Family Relations*.
5. MAY, G., *Marriage Laws and Decisions in U. S.*
6. McCABE, D. A., *National Collective Bargaining in the Pottery Industry*.
7. MESSER, M. B., *The Family in the Making*.
8. RAY, L. W., Chairman, *White House Conference in Child Health and Protection Hospitals and Child Health 1932 Bulletin*.
9. TAYLOR, C. C. AND BROWN, B. F., *Human Relations*.
10. TODD, A. J., *Primitive Families*.

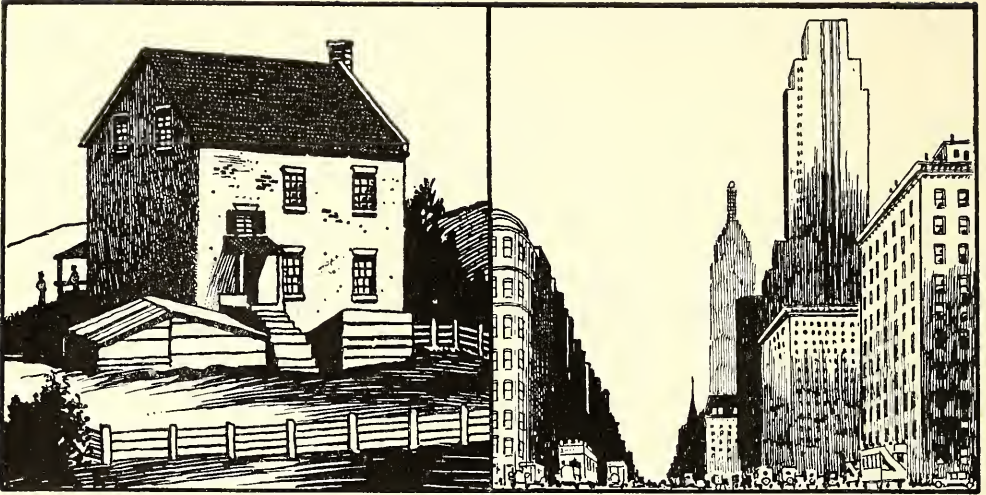
CHAPTER XIII

The Modern City

The Chapter Message

1. *Until recently a majority of our population lived in the country: today considerably more than fifty per cent of our people live in urban centers.*
2. *There are many reasons for this shift of population.*
3. *Cities in America have grown rapidly in size and number.*
4. *The characteristics of city living are varied and interesting.*
5. *The modern city has many complex and difficult problems to solve.*
6. *The city of tomorrow is a fascinating conjecture.*

Early American Cities. One hundred and forty years ago there were only about 3,200,000 people in the United States and the greater part of them lived on farms, and in small towns, or villages. There were at that time only five cities in the United States having a population of ten thousand people. In 1790 Philadelphia had 42,000, New York 32,000, and Boston 10,000 people. In 1930 more than half of our people lived in cities, or in towns or villages of more than 2500 population. The population of New York in 1930 was nearly seven million people. Every city in the United States receives, from the state in which it is located, a charter which, although it defines the government and governing powers of the city, does not separate the city from the superior control of state government. Any powers it



This is the corner of 45th Street and 5th Avenue, New York City, 1845 and 1934, respectively. What changes do you observe as having taken place?

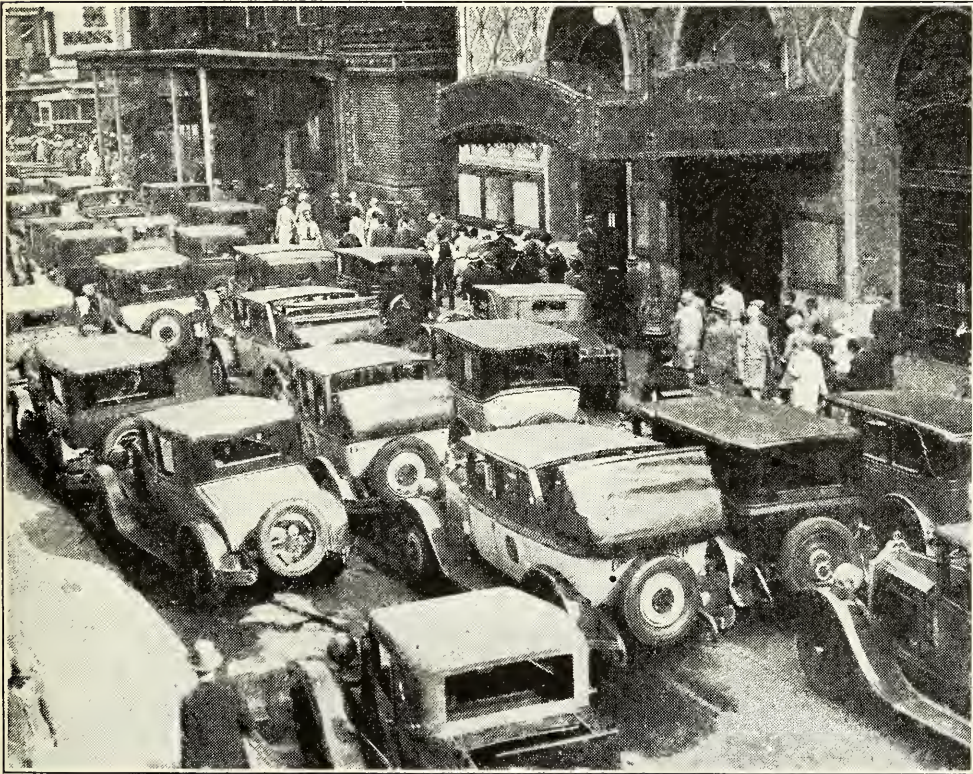
has are given by and with the consent of the state. They are known as *delegated* powers.

The United States Census gives a list of cities having a population of 100,000 inhabitants or more. What are the ten largest cities in the United States today?

Reasons for City Growth. Machinery has been outstanding among the causes of a shift of people from country to city. Improved methods of farming have greatly decreased the need for "farm hands," or manual farm labor. The growth of transportation facilities has made it easy for country people to leave rural districts. Manufacturing on a large scale in the cities has made possible plenty of jobs and high wages. The growth of trade and commerce has had great influence on the city. If it were not for the service of the railroads, and later of trucking facilities, the enormous populations of our large cities could not be provided with sufficient food. Immigrants have preferred the industrial advantages of city life. A great many people have been attracted to the city because of its social advantages. The average city offers many comforts, conveniences, pleasures, and amusements. Some people seek

urban centers because of the educational opportunities available in them. Some believe that the city offers a desirable political advantage over the "back country" district. For these and many more reasons cities in the United States have grown rapidly in size and number.

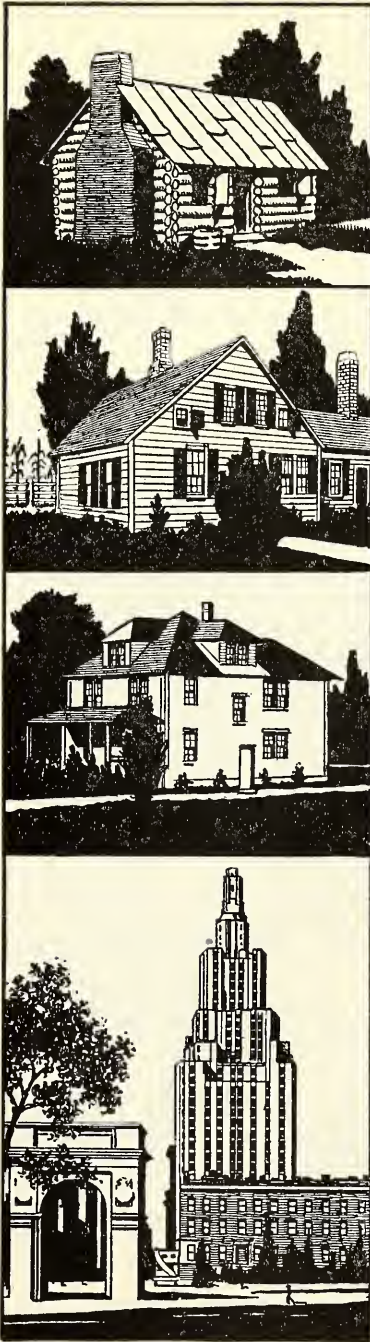
Name several improved methods of transportation which have served to shorten the distance between rural and urban regions. Name some inventions that have revolutionized work on the farm. How did ancient cities, such as Nineveh, Damascus, old London, and old Paris, manage to keep their populations provided with a sufficient supply of food?



Ewing Galloway, N. Y.

A busy city thoroughfare gives the appearance of being an overloaded street. What system of traffic control have cities developed to render a standstill in traffic, like this, only momentary?

Overcrowded Population and Congested Traffic. Many of our cities have grown without any definite plan, and today they are trying to accommodate an overcrowded population



Houses have undergone great architectural changes. What have we here? A cabin. A

colonial house. A suburban house. A city skyscraper apartment, and—notice huddled next to it the old-time home of a rich Manhattan merchant. Which type of house architecture appeals to you most? Why?

and congested traffic. To ease traffic conditions, subways and elevated lines have been built. To improve overcrowded living conditions many cities have planning committees to study this problem and suggest solutions for it. As a result of recommendations made by these committees, city ordinances have been passed governing the future development of the city. Some of our large cities have spent millions of dollars in an effort to improve upon what might be called a "bad start." They have widened streets, bought and torn down slum districts for space for parks and playgrounds, made belt-lines for auto traffic, built elevated roads, and erected free public libraries and museums. Parks and playgrounds have been built into many of our large cities and at tremendous cost where the growth of population has made such projects seem almost impossible.

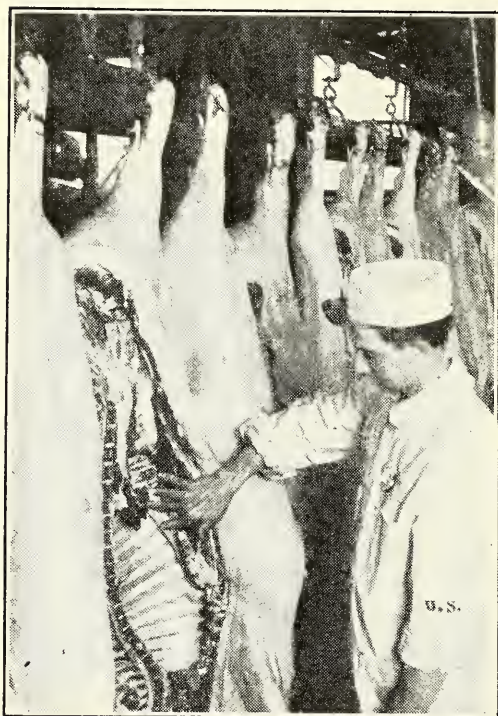
The City and Its Suburbs. By means of modern methods of transportation suburbs are closely connected with the central city and are able to offer the same conveniences

of living that are found in the city. Water and sewerage systems, electric lighting and power, garbage collection, police and fire protection, and many other city services are extended to these suburbs. In many of our large metropolitan areas suburban districts have been joined to the original city.

State highway maps and those issued by gasoline stations frequently show routes through the large cities. Obtain some of these and discuss the suggested routes that are pointed out to avoid traffic congestion. Plan an auto trip from some given point in your state through a large city to another point beyond. Show how you have passed through the city and avoided its heavy traffic centers.

City Health. Chief among the public hygiene movements have been efforts toward providing pure food, pure water, sanitary sewage disposal, clean markets, regular inspection by government officials of places and conditions injurious to public health, quarantine, and a greatly improved health service in the schools. The sanitary disposal of garbage, especially in a large city, is quite a challenge. Well-planned sewerage safeguards nearby communities and includes water-borne waste-matter and all sorts of industrial wastes, such as liquid discharge from factories, laundries, and dyeworks. It takes care, too, of the rainfall which sometimes has to be carried off in special drains. The quantity of waste material which collects in city streets, such as dust, dirt, leaves, papers, and snow, offers a constant problem. Above the streets tons of soot are allowed to pollute city air; this is a great menace to public health. A smokeless city is almost necessary and should be insisted upon. Of all foods consumed by city people milk is the most vital. The individual cannot possibly safeguard the sanitation of the milk he drinks as it travels from farm to city. Health authorities of the state and city must inspect places and conditions under which milk is handled in the process of marketing. Other foods, likewise, must be inspected in order that they

may not injure the health of consumers. Most cities keep statistical records—called *vital statistics*—of births and deaths, and cases of dangerous diseases. Records of vast numbers of diseases are kept in city hospitals, dispensaries, and



One important service enjoyed by those who live in the city is food inspection. This picture shows a meat inspector at work. What other kinds of food are inspected by the government?

clinics. Cities are engaging more and more public health doctors and nurses. Medical service and inspection have become a part of the educational system in our city schools. Boston led the way in this service after a series of epidemics had spread among her school children. Typhoid fever and smallpox, once common causes of epidemics in our cities, have been marvelously decreased by means of vaccination and a careful vigilance over the water supply. Many cities have stopped the spread of disease by ridding themselves of pestilence carriers—typhoid

in Baltimore due to impure water, and malaria in New Orleans due to mosquitoes. The health of some cities has been benefited by campaigns against the fly, by the draining of marshes and abandoned canals, and by the removal of pigpens and chicken coops.

City Life Is Diversified. Cities frequently are made up of people of different races or nationalities. The city must try to understand and assimilate the various groups within its boundaries. This is not easy, because standards of living vary greatly among nationalities. City neighborhoods often

try to foster a community spirit among their people. Block parties are sometimes held to bring about a better acquaintance among those living within the range of a few blocks. The city family easily becomes absorbed in the many-sided interests of the city, such as the theaters, "movies," political organizations, women's and men's clubs, labor groups, service clubs, such as the Rotarians. The members of a city family live a more or less artificial existence in many ways. They plant their gardens on the roof or in flower boxes, go to the zoo to see animals, do their walking in formal public parks, around artificial lakes. Wealth and poverty, happiness and misery exist side by side in the city. There are many more urban poor than urban rich, and those living in brown stone mansions are often in full view of distressing slums a few blocks away. City churches make efforts to serve their neighborhood needs through their parish or community clubhouses. It is a difficult task to develop a spirit of all-city coöperation in the modern large city.

Irritating noise, nauseous odors, and dark alleys are a part of city life almost as much as are broad boulevards and the quiet retreat of library reading rooms. Loss of life and injury by accident lengthen the list of urban physical ills. So strong is the desire for personal gain in a city that neighborliness very often is hopelessly submerged or ignored. Modern cities have a tendency to increase in height, area, and depth, with their skyscrapers, suburbs, and subways. The cities groan under their load of congested living, cumbersome traffic, and broadening budgets. They raise taxes, borrow money, and see no end to the services they are called upon to perform for their people. On the other hand, the city offers to its dwellers benefits that are unique and desirable. In business, convenience of living, opportunities for advancement, art, literature, culture, and all-around progress, city living excels all other types of community existence. To the credit of our cities let it be

said that they have made great strides along many lines. They have conquered disease to a creditable degree. They have solved many of their problems of sanitation, though there remains much to be done along that line. When you consider the area of the modern city and the population that exists within those limited boundaries, you will come to realize that living in a city presents giant problems at best.

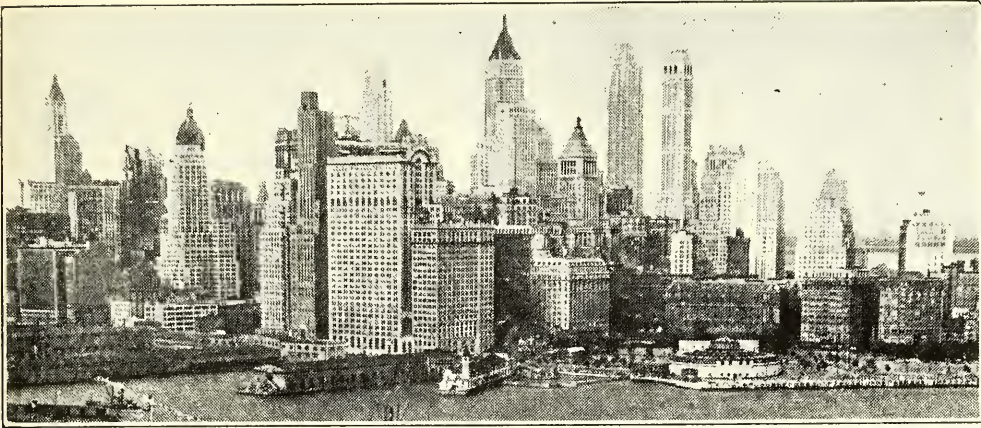
What is meant by a municipal housing problem? In what respects does education aid in the solving of city problems? How can newspapers be of great service in spreading information about community problems to city dwellers?

City Beauty and Recreation. The city has been giving more attention to its appearance in recent years. Well-paved streets, boulevards, parks, playgrounds, tennis courts, golf courses, and other forms of recreational amusements have been provided. The architecture of many of our large city buildings has been improved. The apartment house has developed a style more attractive than the former band-box type that gave little thought to sunlight or beauty. The skyscrapers tower in majestic fashion, resembling fairy castles as they point skyward. City street-lighting systems



Keystone

Here, on one street corner, you can observe four methods of city transportation. What are they?

*Fairchild Aerial Surveys, Inc.*

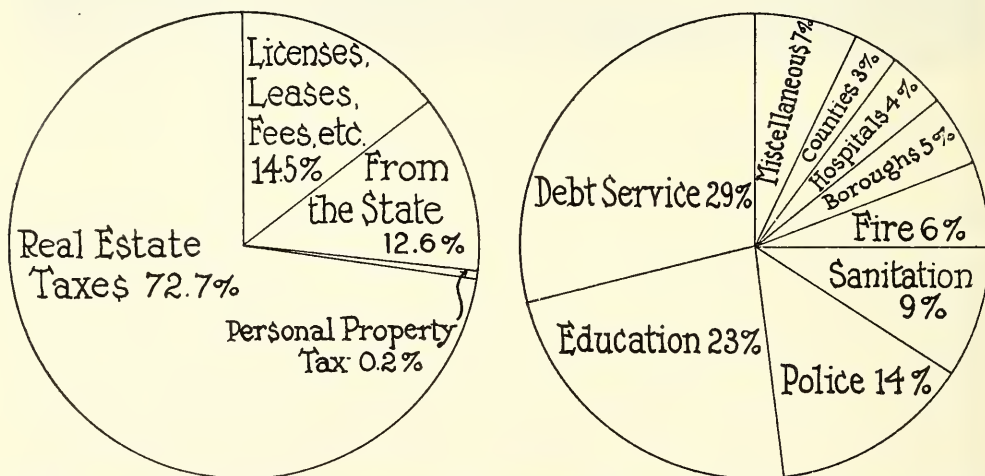
A city skyline is interesting. Point out the various types of architecture shown here. Comment upon the modern skyscraper top-line.

have become more efficient and more artistic. Even gas and oil service stations pride themselves upon the artistic architecture of their commercial enterprise. Museums, libraries, art galleries, monuments, statues, and schools and colleges always evidence a city's desire for things cultural and artistic. The approaches to the modern city have been made attractive and river fronts are no longer edged with unsightly buildings, broken-down wharves, and rubbish piles. A certain Turkish girl came to America. She came into our country at the eastern port of entry, New York. She has set down in a book her impressions of this famous city of the New World.

"To me New York was a fairy city. I wished I had a hundred pairs of eyes to look at the thousands of wonders spread before me. Ahead of me was a bridge lying on volumes of air. The rush in the seething bustling streets took my breath away. It was impossible to stop in the streets of New York. One was carried away with the flood of people rushing headlong onward. A stream of never ending cars purred on both sides. Big trucks rattled by. The noise was deafening. I saw iron towers far ahead. Had a glimpse of enormous shops. The treasures they laid before me held me spellbound. Such extravagance and taste! This world of beauty was even greater than the hidden treasures of old." (From "Unveiled," by Selma Ekrem.)

Do you think the houses, factories, schools, and public buildings that have been built since the World War are better looking than those built earlier?

Cost of City Government. The cost of the upkeep of the modern large city is breath-taking. Cities have innumerable current expenses that have to be met, such as police control, street lighting, fire protection, health protection, traffic regulation, recreation, schools, and welfare relief.



These figures show a graphical representation of the budget of one of our large cities. They show the sources of the city's income and how the income is apportioned in paying the city's expenses.

A large part of the annual expenditures of the average city is spent for these undertakings. City finances are the chief worry of city officials. A city has to enforce the laws it makes, which is not a small item in its budget. A city has the power to levy taxes and to make assessments on city property to defray municipal expenses. Some cities have found that an annual budgeting of finances for the year has done much to cut down appropriations that were formerly wasted.

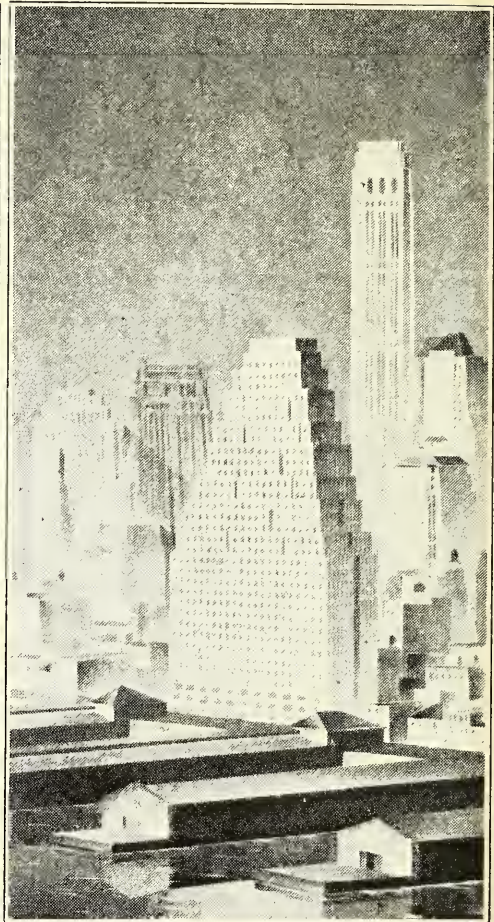
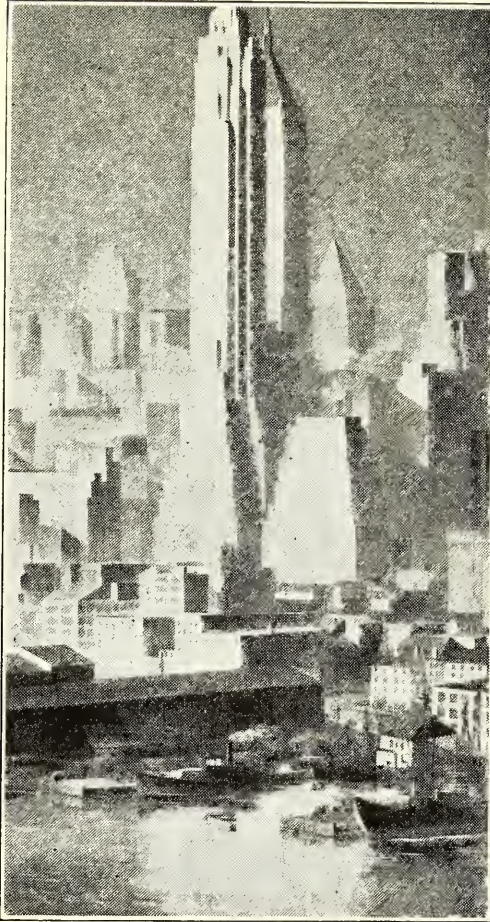
Municipal Public Utilities. People living in cities depend upon public service companies for electric light, gas, telephone service, street-car and bus transportation, and in some cities for the water supply. Companies furnishing each of

these services must use city streets to serve the public. The authority or permit issued for this purpose is called a *franchise*. In some of our cities certain of these public utilities are owned and operated by the city government instead of by private companies or corporations. This is called *municipal ownership*. There is no doubt that public utilities render important services, especially in cities. You can imagine the inconveniences, or even disasters, that could result from an impure water supply, or a street-lighting system which proved undependable. When public utilities are privately owned, they have a tendency to *monopolize* or to control the field of business in which they are engaged. City authorities should, in justice to the public, be very careful about the terms of the franchises granted to public utilities companies. A franchise may be for a few years or a great many. It may also define the standard of rates and service to be rendered to the public. Forward-looking authorities when granting franchise privileges will keep a watchful eye also on the future welfare of the city as well as on the present.

Is there a public utility operated in your community? If so, by what agency? What rate is being charged for the service? How are public utilities different from other forms of business? What advantage might result from a city owning and operating its public utilities? The disadvantages?

Ideals of the City of Today. Whatever the perplexities of city management, the big city has come to stay. It is a matter for conjecture what our cities of tomorrow will be like. Following is a list of some of the ideals that have been suggested as goals for our cities of today.

1. A supervised city growth for cities old or new.
2. City welfare planned by social experts.
3. Abolition of city slums and congested districts.
4. Controlled cost of government by budgeting.
5. Ideal police protection and control.



Courtesy Architectural Book Pub. Co.

Two views showing the most modern styles of architecture in a great city (New York). The tallest buildings are occupied largely by offices of many large corporations. Notice the setback of upper stories, to avoid cutting off too much light from other buildings.

6. A healthful city.
7. City conveniences and comforts for all.
8. Free education for children and adults.
9. Adequate recreational opportunities.
10. Civic beauty.
11. Coöperation by all citizens.
12. Improvement of traffic conditions for speed and safety.
13. Development of city suburbs.
14. Careful supervision of public utilities.
15. Strict law enforcement.
16. Use of merit system for city employees.

17. Government conducted as a business enterprise by trained experts — not by politicians.

Every modern city ought to aim to make of itself a desirable place in which to live, to work, and to play. Some cities are not all they might be. Those that are careless or indifferent to the welfare of the citizens would do well to consider the following queries.

1. Can children travel from their homes to school without having to dodge dangerous traffic?

2. After school, and during vacations, how many children have to play in the streets because there is no suitable place for their outdoor games?

3. Do people have to live in dark, crowded quarters?

4. Must workers leave home early and return late at night because of a long trip to and from work?

5. Can the citizens get out of the city for a week-end or holiday trip without finding the highways and trains too crowded to make the trip worth while?

6. Do the taxes take so much of the individual's earnings that there is not enough left for keeping up a decent standard of living?

7. Are the parks, public buildings, and industries wisely located?

8. Does your city have too large a toll of accidents?

9. Is your city well run financially?

10. Has your city a good reputation as reflected in the press and by the comments you hear about it?

ANSWER BRIEFLY

1. What is a city?

2. How do you account for the shift of population from the country to the city?

3. Name five city problems. Suggest one or more solutions for each of them.

4. Why are crime and poverty serious city problems?

5. Describe an ideal city.

6. In the city of the future it has been predicted that there will be many underground passageways; cross traffic routes will pass above or

below the street; the tops of many buildings will have landing places for airplanes; there will be no trolley cars; all buildings will be fireproof; streets will be better adapted to their uses as to size, direction, and paving; traffic lights, auto codes, police regulations and the like will be uniform for all cities. What other imaginative suggestions or ideas about the city of the future can you add to these?

FOR YOUR NOTEBOOK-WORKBOOK

The vocabulary :

municipal ownership	civil service
skyscrapers	suburbs
industries	law enforcement
Bureau of Vital Statistics	public utilities
cosmopolitan	merit system
franchise	metropolitan

Suggestion I.

1. If you live in an urban community, trace its growth by decades, in square miles, and in population increase. If you are not an urban dweller, trace the growth of a nearby city, or of an important city in your state. Visualize this by making a graph of it.
2. Make a list of 3 social, 3 economic, 3 industrial, and 3 political problems that confront the modern large city.
3. Make a list of 10 characteristics of a modern American city.

Suggestion II.

1. Make a list of five trades in which child labor is found in the modern city. State in each case one reason why such labor is harmful to the child.

Suggestion III.

1. Write a newspaper editorial on some immediate city problem in which you are interested.

FOR DISCUSSION

It is impossible in the United States to plan the future development of our cities.

The urban communities of the United States have done more for the progress of civilization than rural communities.

Modern cities are centers of artificial and unhealthful living, of evil influences, of wasteful pastimes, of poverty and crime, of exorbitant wealth and expenditures, and of generally corrupt business practices.

FOR YOUR BULLETIN BOARD

Get out the class cameras again. Divide your bulletin board into two sections. On one of these post pictures of the oldest sections of your community. On the other post pictures of the newest developed sections of your community. An interesting class discussion could be based upon the conclusions to be drawn from these pictures.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. A certain city in the United States is located over a network of old, abandoned coal mines. Its streets are uneven and sagging. There is danger that the houses on these streets may cave in and cause death to those living there.

Ought not the city authorities to condemn such streets? Why, do you suppose, is this not done?

Case II. A new city in one of our western states has tried to look to the future. It has broad, well-lighted streets; it is divided into zones; it boasts of its elaborate plans in the future. But now there seems little chance that the city will ever grow to an extent befitting its pre-planned preparations.

Is this pre-planning foolish in the case of this city?

Case III. At the Chicago fair, 1933, there was shown what was called The House of Tomorrow. It was made neither of wood nor stone, but entirely of glass and the kind of glass that admits the full benefits of the sun's rays. Even the built-in garage was made of glass. On the roof was a glass hangar for the airplane predicted to become as much a part of the future home as is the automobile of the home of today. The advent of such a type home was prophesied for 1980.

Find out, if you can, more about this house. Already all-metal houses are being built. What features of our present houses are likely to be changed a great deal in the next 25 or 50 years?

Case IV. New York City has given little thought to civic beauty. It has bent practically every effort toward the development of trade and commerce. Its population has grown by leaps and bounds. Now it has a new water supply that takes into consideration a quarter of a century of growth in the population. It purchased an entire mountain chain, made a large artificial lake, and even removed villages to secure this supply.

Is it not equally important for a city like New York to provide parks and playgrounds for its people?

THE CITY OF THE FUTURE

MAYO FESLER

A city, sanitary, convenient, substantial,
Where the houses of the rich and the poor are alike comfortable and beautiful;
Where the streets are clean and the sky is clear as country air;
Where the architectural excellence of its buildings adds beauty and dignity to its streets;
Where parks and playgrounds are within the reach of every child;
Where living is pleasant, toil honorable, and recreation plentiful;
Where capital is respected but not worshipped;
Where commerce in goods is great, but not greater than the interchange of ideas;
Where industry thrives and brings prosperity alike to employer and employed;
Where education and art have a place in every home;
Where worth and not wealth gives standing to men;
Where power of character lifts men to leadership;
Where interest in public affairs is a test of citizenship, and devotion to the public weal is a badge of honor;
Where government is always honest and efficient, and the principles of democracy find their fullest and truest expression;
Where the people of all the earth can come and be blended into one community life; and
Where each generation will vie with the past to transmit to the next a city greater, better, and more beautiful than the last.

Does this poem describe your idea of the ideal city of modern times? If not, imitate it and write another, setting up your ideal.

WRITTEN WORK

Suggestion I. Assume that a crowded population is necessary in the modern city. Draw up a plan which seems to you to answer the three main requirements of city living, viz., conservation of air, light, and space. Zone this city. Make proper arrangements for recreation, education, traffic, trade, and residences. Include a civic center, or a place for the municipal public buildings.

Suggestion II. Write an essay entitled:

I Am the City of the Future

Suggestion III. If you have ever been in Washington, the capital of our country, describe in what ways it seems different from other cities you know.

READING FOR RECREATION

1. FLACK, M., *All Around the Town.*
2. HALL, J., *Buried Cities.*
3. LATIMER, L. P., *Your Washington and Mine.*
4. MACGREGOR, M., *Story of Rome.*
5. PORTER, S. J., *The Gospel of Beauty.*
6. POWER AND POWER, *Cities and Their Stories.*
7. SOUTHWORTH AND KRAMER, *Great Cities of the United States.*
8. SNEDEKER, C. D., *Town of the Fearless.*

A WORKING BIBLIOGRAPHY

I. *For the Pupil*

1. ANDERSON AND LINDEMAN, *Urban Sociology.*
2. BUCK, A. E., *Municipal Finance.*
3. DAVIE, M. R., *Problems of City Life.*
4. GARNER AND CAPEN, *Our Government.*
5. JAMES, H. G., *Municipal Functions.*
6. MUNRO, W. B., *Social Civics.*
7. NOLEN, J., *City Planning.*
8. TAYLOR, R. E., *Municipal Budget Making.*
9. THOMPSON, J. G., *Urbanization.*
10. WRIGHT, J., *Selected Readings in Municipal Problems.*

II. *For the Teacher*

1. ANDERSON AND LINDEMAN, *Urban Sociology.*
2. ARONOVICI, C., *Let the City Perish.*
3. CARPENTER, N., *Sociology of City Life.*
4. DAVIES, M. P., *Problems of City Life.*
5. HOTCHKISS, C. W., *Representative Cities of the United States.*
6. HOWE, F. C., *The Modern City and Its Problems.*
7. LEWIS, N. P., *The Planning of the Modern City.*
8. MAXEY, C. C., *Urban Democracy.*
9. MOODY, W. D., *What of the City?*
10. POLLOCK AND MORGAN, *Modern Cities.*
11. TAYLOR AND BROWN, *Human Relations.*
12. THOMPSON, W. S., *Population Problems.*
13. WILCOX, W. F., *Great Cities in America.*
14. YOUNG AND WRIGHT, *Unified American Government.*

CHAPTER XIV

The Modern Farm

The Chapter Message

1. *Agriculture is America's chief occupation.*
2. *Many rural homes are being equipped with modern conveniences and luxuries similar to those found in the city household.*
3. *The successful farmer is quick to meet changing conditions.*
4. *The securing of competent farm labor is a problem for the farmer.*
5. *Improved methods of transportation have linked many rural and urban communities.*
6. *Rural education has made much progress during the last fifty years.*
7. *The village or town center should meet the social needs of neighboring rural homes.*
8. *The farming states, especially, have made many attempts to aid farm interests.*
9. *The national government also is assisting the farmer.*
10. *Coöperative marketing has improved farming conditions in some sections.*
11. *Farm tenancy has serious disadvantages.*
12. *The rural community is undergoing great changes.*

The Importance of Agriculture. In 1850 there were more than 1,450,000 farms in the United States; in 1930 there were about 6,300,000 farms.

Agriculture is of fundamental importance to the welfare of our nation. It furnishes most of the food we eat. From

the farms and ranches come most of the raw materials that we use in making our clothing. Indeed, agriculture supplies the raw materials needed for a great many manufacturing industries. It not only provides materials for manufacture, but it is an important market for manufactured products. In 1933, the farm population of our country was about 33,000,000. Farmers, in these days of rapid interchange of goods, do not manufacture their own clothing nor the furniture, clocks, stoves, dishes, lamps, tools, and many other things needed in the farm house and buildings. So the farmer offers his crops on the open market, and in turn buys there the manufactured goods he wants.

What foods do you eat that are not produced in the United States? What foods do you eat that are not produced in your own state? Name three states in which most of the population are engaged in agriculture.

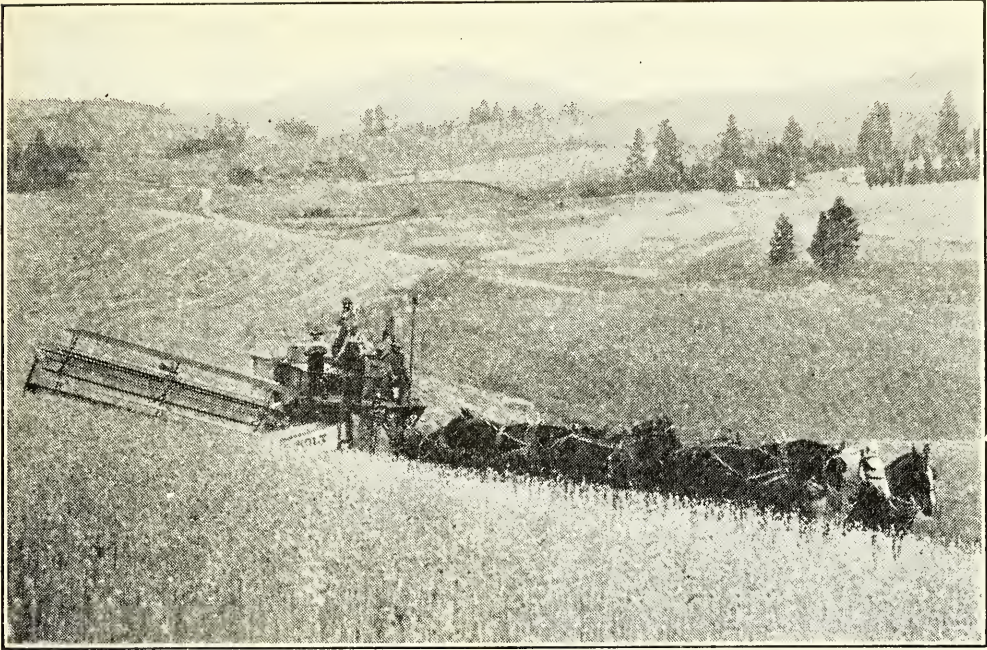
The Rural Home. Living on a farm has its advantages. Fresh air, quiet surroundings, fresh food, and out-of-door exercise usually are more available in the country. Members of the farm family also are likely to spend much time together and thus develop a hearthside unity and companionship which the city family frequently lacks. But farm parents find some



Farm life can be made as attractive and companionable as urban home life. Much depends upon how the farmer and his wife manage the business of home making. Contrast the first farm scene with the second.

difficulty in making this sort of life attractive to their young people. If a farmer is prosperous, he can equip his home with as comfortable an interior as that of any city home. It is no longer uncommon for farms to be supplied with electricity, the radio, the automobile, the telephone, and other such conveniences and comforts. There are now traveling-library associations that circulate books to keep rural reading up to date. Rural delivery of mail is made on even the most remote country road. Mail-order houses have a complete supply of materials which the farmer can have sent to his door by mail, or to his nearest freight station by railroad. It has become possible for the modern farm family to live in close touch with the march of progress.

The Farmer at Work. The farmer may work hard and put in long hours, but quite commonly he is his own boss. He must be able to turn his hand to a variety of tasks, such as plowing, sowing, reaping, carpentry, mechanics, masonry, and cattle raising. The successful outcome of his labor depends to a considerable extent on natural conditions. His crops are continually subjected to some unexpected calamity of nature, such as insect pests, storms, floods, and droughts. If the farmer owns his land and buildings, he can feel reasonably assured of a home and food for his family. True, the profits from farming are often small, but the cost of living on a farm is relatively less than that in the city. Farming requires a great deal of patience. The farmer cannot sow one day and reap the next. He sometimes must wait months for his harvest. Being accustomed to work more or less apart from other laborers, he often finds it difficult to coöperate actively in community affairs. He has a tendency to be thrifty because he necessarily has had the experience of working hard for the little he has managed to accumulate. Improved machinery and modern means of transportation and communication, moreover, have made

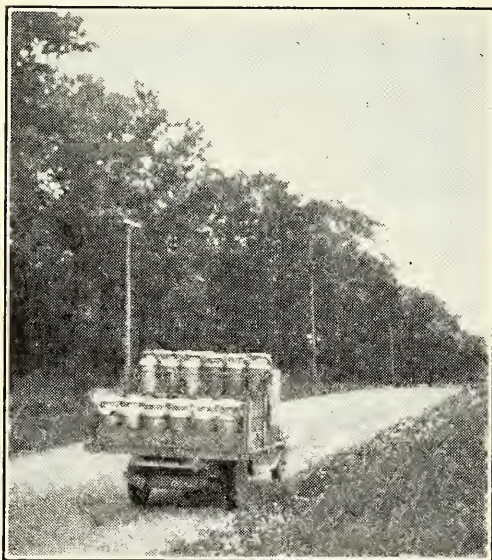


The farmer frequently must wait several months to harvest his crops, but a well-kept farm usually returns a profit. Would you judge the farm shown in the picture to be a profitable one?

farmers more alert and have influenced their ways and means of living. Success in farming depends, to a large degree, upon a fundamental knowledge of the soil and how best to use it, upon a personal liking for farm work, and upon a willingness to keep in touch with the world that lies beyond the horizon of the fields.

Farm Help and Farm Implements. The securing of competent farm labor is a problem for the farmer. He cannot afford to hire many helpers, if any at all, the year round. He frequently takes a chance of securing seasonal laborers; but in so doing he may run short of "hands" on a bumper crop, because when *his* crops are bountiful the same condition is likely to be true of other farms in the vicinity, and labor, then, is at a premium. One remedy for this is more and better machines; but many a farmer cannot afford to buy expensive farm machinery. To help solve the labor and equipment problem, two or more farmers sometimes

purchase needed farming machinery under joint ownership. Power-driven or horse-drawn machinery saves human labor. The modern farmer has witnessed the coming of many new agricultural devices, such as the motor truck, the combine harvester, the silo-filler, the grain elevator, the thresher, and the sprayer. The farmer of the future undoubtedly will see



The auto-truck has shortened road distances between farms and markets. This one is carrying an important food to city dwellers. What is it? Why is it an important food? Why is it essential that this food be transported rapidly to its destination? Why are good roads a contribution to the efficient marketing of farm foods?

many improved machines that are not in use today.

Rural Transportation. Better transportation facilities have united urban and rural communities. Railroads and improved roads have helped the farmer to market his produce and to solve the social problem of his family. While the auto-truck carries his produce to market, the passenger car takes his family to church, his children to school, and, whenever occasion arises, greatly shortens the distance to visit neighbors, to shop in a near-by village, or to attend the theater or an institute. And

steam and electric interurban railways, and buses, have done much toward making rural living less isolated and more to be desired.

Rural Education. Our rural educational methods have improved greatly during the last fifty years, but this progress has met with considerable difficulty. An urban community may have thousands of families within an area no larger than a rural district that has only a few families. It becomes a serious problem to provide proper educational

facilities for the children of a scattered rural population. A school, even for a very large farming district, is so small, and is attended by so few pupils, that expensive school equipment cannot be provided. In rural regions there is a temptation also to keep the school term short because the children are needed for farm work early in the fall and late in the spring. Many school districts are passing through the unfortunate experience of having no funds to keep open the school. To overcome regional problems such as these, consolidated schools have been built. Few of these schools teach farming to their students. But they do have courses in home economics, geography, mechanical drawing, botany, biology, and carpentry, all of which are important for a better understanding of farming. In February, 1933, there were 384,000 more students in the rural schools than in the preceding year, but 14,000 fewer teachers, and \$112,800,000 less money was available. Seventy-two per cent of all rural schools are one-teacher district schools.

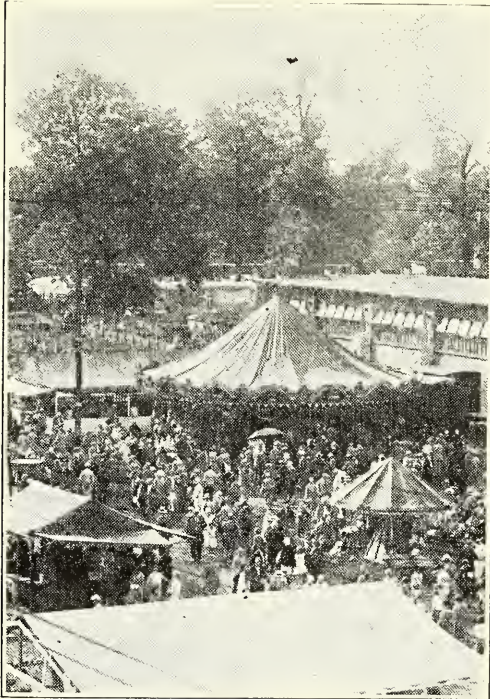
Farm Clubs and Adult Education. Clubs for adult farm citizens have been set up in many rural communities. These social groups have two purposes. One is to give the farmer an opportunity to meet his fellow citizens socially — a contact which is not possible during the working day on the



Brown Bros.

This picture portrays a "cattle fair" at Bowling Green, instituted by William Kieft, 1641. The fairs conducted by the early settlers of our country probably were attended more for the social features than for the display of farm products.

farm. The second is to help educate the farmer in his own line of work. The radio, newspapers (especially farm journals), magazines, and books help to educate the adult rural population.



J. C. Allen Son

This is a picture of the Indiana state fair. Modern fairs provide various forms of amusements for visitors. The quarters for housing the displays of cattle and farm products are more adequate than were the quarters of early "fair" days.

Farm Interests and the State. The farming states have made many attempts to aid the farmer. Almost all the rural states, and many of the semi-rural states, have state departments of agriculture that help the farmer solve his problems. Generally one duty of the state board of agriculture is to hold *institutes* at which experts explain and demonstrate to the farmers up-to-date scientific methods of farming and distribute printed information. Sometimes agents, sent out by the

state, county, or state agricultural college, go into farm regions and conduct fairs. On these occasions exhibitions of farm achievements are displayed and often prizes are given for the best specimens in crops or cattle entered in the contests. Farm housewives and farm girls and boys enjoy competing on these occasions. Fairs and institutes have more than educational value. They bring farm folk together, and encourage social welfare and social intermingling. One of the greatest aids to the spread of agricultural information has been the establishment of the state agricultural colleges.

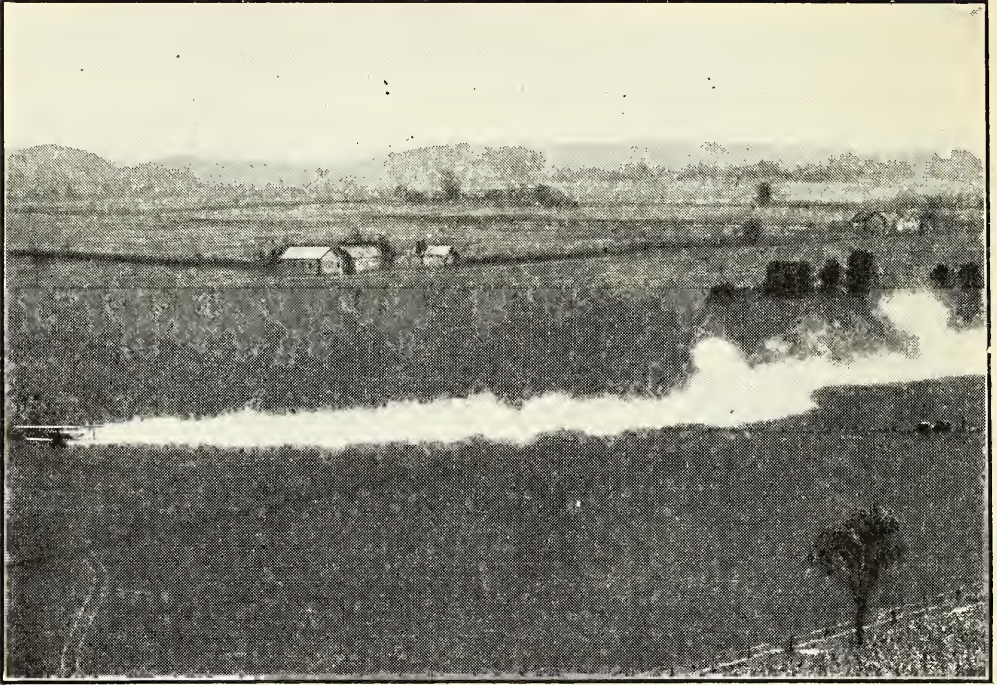
Have you ever attended a state fair? If so, describe the various agricultural displays you saw. What forms of amusement are often included in state fairs?

Farm Interests and the National Government. The national government also has been greatly interested in the development of agricultural education and in the distribution of valuable information on farming. It has given to the states large tracts of public land which could be sold for funds for the maintenance of state agricultural colleges, has voted funds for the support of agricultural schools, and has given money for special services in rural regions.

1. *The Weather Bureau.* The weather bureau sends out information that is of great value to the farmer. From it he can receive reports in advance which enable him to protect his crops from harmful weather conditions such as storms and frosts.

2. *The Department of Agriculture.* By means of radio service the department of agriculture keeps the farmer informed as to market prices throughout the country. This department is constantly investigating plant and animal diseases and soil conditions. Both the state and national agricultural experimental stations are distributors of much agricultural knowledge. The Department of Agriculture fights harmful insects and plant diseases in our country by using airplanes to spray the infested crops. It imports certain kinds of insects from abroad to war on our native insects that are destructive. It is especially watchful for the spread of tuberculosis among farm cattle. It conducts a Bureau of Home Economics, recommends or condemns foods, and evaluates, for the housewife, clothing, textiles, and household equipment of all descriptions.

The plight of bankrupt farmers during the depression of 1930-1933 did not escape the notice of the national government. It was estimated in 1933 that to liquidate their indebtedness the farmers would have to pay out, in farm



Modern inventions aid the farmer beyond his individual capacity. This airplane is spraying a cotton field. What for? What organization is responsible for this aid to the agriculturist?

produce, four times as much as they had borrowed. Besides his burden of debt and taxes, the farmer experienced a paralyzed market. Exports of farm products were greatly reduced.

3. *The Farm Relief Act.* This Act was passed in 1933, to meet the farmers' plight. It gave the Secretary of Agriculture permission to limit farm production to meet market demands, or to lease farm lands and withdraw them from producing, and to tax those who process certain agricultural products. It authorized the Federal Land Banks to issue \$2,000,000,000 in four per cent bonds for the purpose of refinancing farm mortgages. Later, President Roosevelt merged and reorganized the agencies operating under this act into the Farm Credit Administration of 1933. Agricultural banking and credit institutions of four types were set up under this act. To carry out this farm relief program an Agricultural Adjustment Administration was appointed.

The National Recovery Program. The national recovery program set up in the Franklin D. Roosevelt administration, 1933, aimed to adjust the farmer's difficulties. He was given aid in order to increase his purchasing power; an effort was made to bring his produce prices to a better level; and a means was set up to establish a better balance between farm production and farm consumption. Farm products, like wheat, cotton, meats, and tobacco, had to have their prices "adjusted" by government authority. Much money was drawn from the federal treasury to pay the farmers for losses, if they could not be eliminated. Because it was believed that the farms were over-producing, farmers were paid bounties by the government either on their produce, or in rental on unused land. This program of relief was created to enable the farmer to pay off mortgage debts and to have a working surplus, besides, with which to begin life anew.

Coöperative Buying and Selling. It has been difficult for the farmer to realize the value of coöperation. This may



Ewing Galloway, N. Y.

A coöperative market. What is its value to the farmer? To the consumer?

be due partly to the fact that farms generally are independent agricultural enterprises. Each farmer faces a twofold problem. He must prepare and plant his land; and he must reap and market his goods. If he is a "trucker," he must have easy access to a near-by market. Farm trucks leave the barns long before sunrise so as to be at the market with their produce at dawn. Some farmers pay middlemen, or selling agents, to take care of this marketing problem for them; this added expense makes the farmer's margin of profit still narrower.

Coöperative Marketing. Coöperative marketing has come into wide use recently. This method of disposing of farm products is accomplished by the banding together of a group of farmers for purposes of a more efficient marketing. Usually such coöperative groups of farmers have a manager who acts in behalf of the group. The members of such a group share in the expenses as well as in the profits. This idea of coöperative buying and selling is known not only to the farming industry, but to grocers (I. G. A.), druggists (I. D. A.), and other businesses, who have united in what is commonly called independent coöperative associations. Under competent management such projects have been found to be very successful.

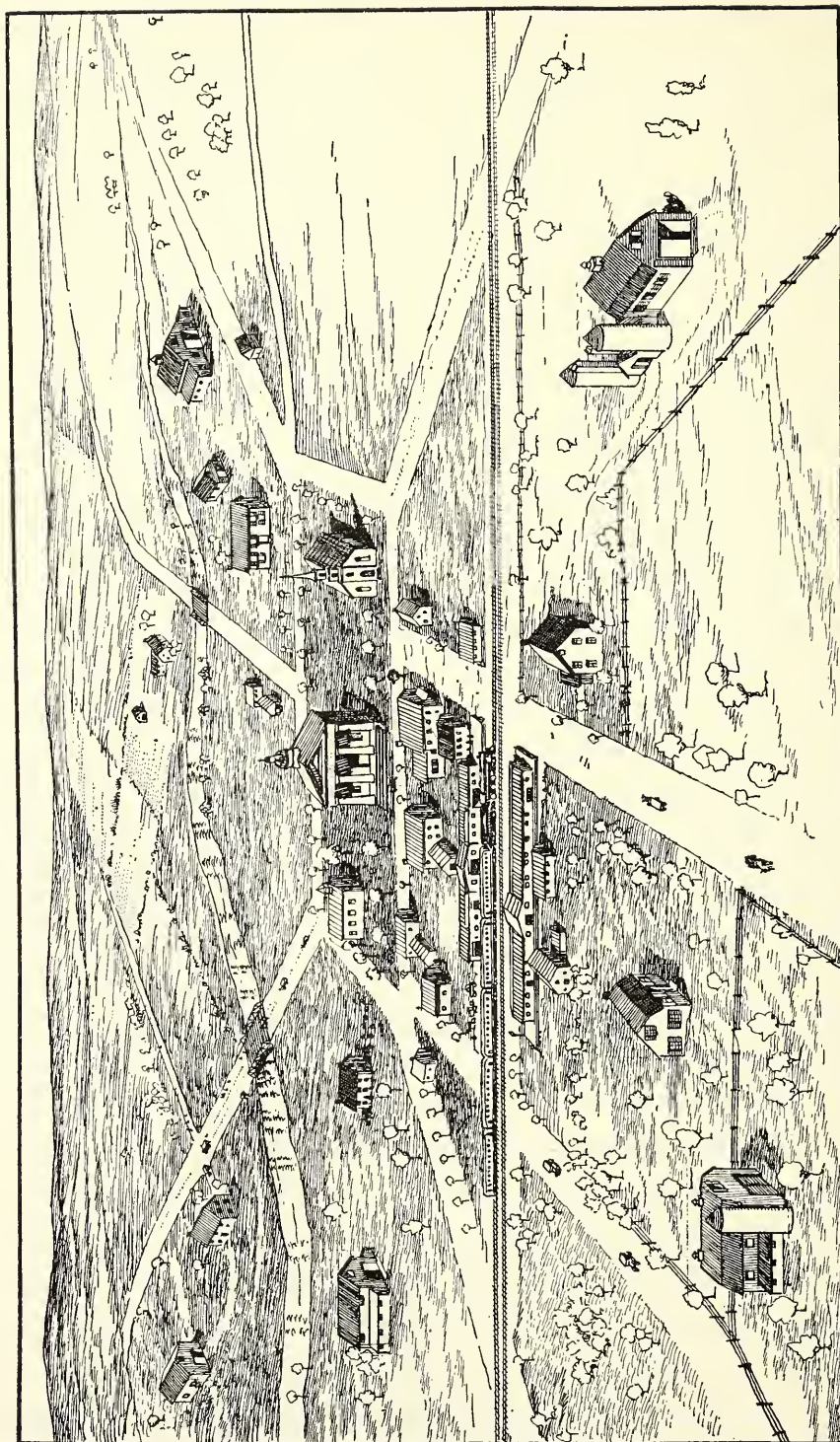
What business enterprises are there in your community which you think might buy and sell on a coöperative basis? Can you mention any arguments against coöperative marketing? What can you say in favor of the middleman?

Farm Tenancy. A farm tenant is one who works a farm which he does not own, for the use of which he pays rent or divides the profits. Within recent years many owners of farms have lost them, or have had to mortgage them heavily, or have been forced to rent them. If you live in your own house, you are much more interested in its upkeep than you are if you pay rent for the use of property that belongs to some one else. A farm tenant may feel

the same way. He may not be painstaking about rotating crops, using fertilizers, repairing fences and buildings, and keeping a watchful eye over the general welfare of the farm. There have been many tenant farmers, however, who have done better with the farm they rented than did the owner. On the other hand, too large a farm tenantry is not good, because the rural community suffers if absentee owners become too numerous. Tenants are less likely to remain permanent residents than owners. Because they are not permanent residents they cannot feel the same interest in local affairs as those who stay on the farm year in and year out. Moreover, the absentee landlord is apt to oppose the added taxation that is always involved in community improvement, such as road building or the erection of up-to-date schools. The social life of the rural community suffers if tenants are in the majority. A tenant who does not plan to remain in a community as a permanent settler does not feel inclined, as a rule, to enter local politics, join local churches, or make many neighborhood friends. In behalf of farm tenantry, it must be pointed out that it is one way for young people to get a start on a farm. The average young man, anxious to make farming his life's work, cannot afford to buy a farm outright. He wants a chance to get his own farm on the installment plan, so to speak. He needs the opportunity to pay rent annually until he has set aside enough profits to buy a farm. Many successful and prosperous farmers began as farm tenants.

Is it necessarily true that the farm tenant lowers the standard of living of the rural community?

The Modern Rural Community. Generally we visualize the average rural community as being a vista of wide-open spaces dotted with houses, barns, and fences. We are inclined to think of the average farmer as being absorbed in his farm, his family, and his weather problems. But that picture is no longer true. A rural community is composed



How many objects in this picture can be of service to the community represented? Suggest improvements that a progressive rural community could use to advantage.

of many farms surrounding a civic center, generally a town or village, in which are to be found churches, a town hall, schools, stores, railroad stations, and markets. The modern farmer may be more than a tiller of the soil. He may be a voter, a taxpayer, a church member, a club member, and, occasionally, a bank director. To get to town the farmer needs good roads. To have good roads he must pay taxes. To send his children to up-to-date schools he must have good roads and carefully budgeted community taxes. In other words, modern farm interests are group interests. Rural dwellers are more community conscious than was the farmer a hundred years ago. The railroad and the automobile have interlaced the interests of farms, villages, and town centers. Rural communities have had to set up facilities to serve the desire of their neighborhood populations for sociability. Many rural churches have been confronted with an increased membership, but the buildings are no larger and funds have not greatly increased. Since unemployment in the cities has sent so many people back to the country many abandoned farm houses are now occupied once more. Many rural districts have been unable to handle properly this "back-to-the-farm" movement of people. Rural charities, at a very low level before the city exodus, do not have sufficient funds to meet the new needs. County hospitals and clinics in some states are too small, in others either inadequately supplied or not even in existence. Rural local governments in many of these rural communities have slipped so far behind the times that they now find themselves unable to cope with new conditions.

Review. The modern farmer is today facing new and perplexing problems. There is no doubt but that farming is the life blood of our entire nation. The modern farmer needs education, training, and experience to make his business a success. He must understand his business to be a success. He cannot, as can the city man, depend upon

community aid in time of catastrophe. If a fire threatens to lay low his house or barns, only rarely can he call in a

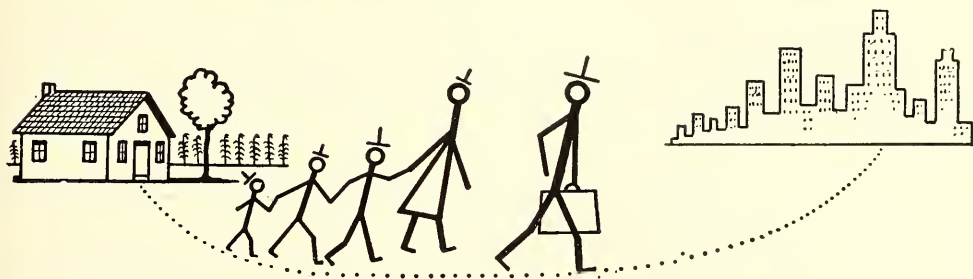


A few years ago, bad weather made the roads almost impassable. The farmer then was more or less isolated from the town and city. Today, with excellent highways and improved means of transportation, the farmer may enjoy many privileges offered by urban communities.

fire-fighting force. He has no immediate police force to call upon for protection. If he is not careful of the disposal of wastes on his farm, he exposes his family and helpers to disease. If he wishes to be up-to-date and sanitary, he has the cows milked by machinery and the milk and cream automatically separated by machinery. If he cannot secure electric power from a coöperative source, he can install a generating plant. By voicing his preferences in town meetings he can speak for good roads and good schools. Transportation has brought an end to rural isolation. It has developed a social group spirit in the modern rural community. The modern farmer has more leisure time. He naturally turns from the monotony of his work to some form of recreation.

If he is ambitious to learn all he can about his industry, he reads. If he can conveniently get to a village center, he goes there in search of entertainment, such as a movie, perhaps a county fair, or an institute, or a cattle clinic. It is important, in America, to keep our farm folk happy and prosperous, for in their efforts lies our very exist-

ence. If they become discouraged over burdensome taxes, heavy debts, uncertain marketing, and the uncertainties of weather conditions, the inhabitants of our crowded cities are bound to suffer, too. But there is every reason to believe that the farmer will face a brighter future under the program of recovery laid out for him under the N. I. R. A. and A. A. A.



When Mr. Farmer leaves his rural home to transplant his family in a city environment, he should think twice. Why?

ANSWER BRIEFLY

1. Why is the occupation of agriculture so important in American living?
2. What opportunities does the farmer have to make his rural home as up-to-date as a city dwelling?
3. What changes in rural living have been made possible by modern means of transportation and communication?
4. What regional conditions affect rural education?
5. Name three ways in which rural interests have been aided by the state governments. By the federal government.
6. What financial difficulties have worried the farmer? What advantages does a tenant farmer have over the one who owns his farm? What are some of the evils of farm tenantry?
7. What influence has improved farm machinery had upon modern farming?
8. What is coöperative marketing?

FOR YOUR NOTEBOOK-WORKBOOK

The vocabulary :

agrarian	consolidated school	state fair
tenancy	A. A. A.	institute
absentee landlordism	farm	grain elevator
coöperative marketing	silo	F. C. A.

Suggestion I.

1. Make a list of the advantages you think a city boy or girl has over a country boy or girl.
2. Make a list of the advantages you think rural children have over urban children.
3. Make a list of ten modern inventions that have greatly benefited farm living.
4. Make a list of five factors you consider necessary for the welfare of any rural community.
5. Make a list of four reasons why farm families should not move to the cities.

Suggestion II. Organize a table for comparison based upon the following plan. List important data in each column.

TYPE OF SCHOOL	BUILDINGS	FACULTY	TEXT-BOOKS	EXTRA CURRICULUM ACTIVITIES	ENROLLMENT	EQUIPMENT	SCHEDULE
1. Rural . . .							
2. Consolidated .							
3. Urban . . .							

Suggestion III. Set up and complete the following tables in your notebook. Consult U. S. Census Reports for information.

SHIFT OF POPULATION			
Year	Rural	Urban	Percentage
1890			
1900			
1910			
1920			
1930			

FARM TENANCY POPULATION (State in figures or percentages)	
1890	
1900	
1910	
1920	
1930	

Suggestion IV. Secure or draw an outline map of the United States. On it indicate the location of important areas producing: cotton — corn — hay — wheat — tobacco — flax — potatoes — cattle — vegetables.

Suggestion V. In 1918 the United States was conserving food for the Allies. It was said, at that time, "*Food will win the war.*" Since then, however, exports of farm products have declined rapidly. During the

depression of 1929-1934 there was the amazing paradox of a surplus of unsold farm products, while millions of city dwellers were in dire need of food. Write a short composition in your notebook, on the importance of agricultural products in time of war and in time of peace.

FOR DISCUSSION

It is necessary for a farmer to carry insurance.

Farm laborers do not need an education.

Farmers' sons should be sent to agricultural schools and colleges.

The evils of farm tenancy are overemphasized.

There is really no need in America today for a back-to-the-farm movement.

FOR YOUR BULLETIN BOARD

For Rural Schools: Arrange a display of pictures or photographs for your bulletin board showing farm lands, farm homes, and farm stock in your region. The members of the class can search for and contribute these pictures. Do not post the display until it is an admirable and arresting one.

For City Schools: Secure pictures, either from private collections or from the Picture Department of your Public Library, of a contrasting nature and illustrative of progress in agriculture. For example: Millet's "The Reapers" and the modern tractor, a cow being hand-milked and the roto-lactor in operation, a farmer carrying to market a basket or shoulder-load of chickens and a carload of chickens in a train yard, and so on.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. John lives on his father's farm and attends a consolidated school. He is fond of books and study. His father plans for his graduation from the Consolidated High School and from the State Agricultural College. But John does not feel sympathetic toward these ideals. He longs to get to the city where, he believes, his brain power would have greater opportunities than on a farm. He dreams of accumulating great wealth.

Do you agree with John or with his father? State reasons for your opinion.

Case II. Mr. Anderson is a farmer of the "old type." His family consists of himself, his wife, one son, and two daughters. He wants to move to the city, but he cannot sell his farm. A tenant rents the farm and makes it pay good returns. In the meantime, Mr. Anderson has not

succeeded in locating a city job. His venture in the city has used up all his savings. He and his family are dependent on the money coming from the rental of the farm. But they like city life better than country life. They find much more to amuse them than they did when they lived on their farm. The year approaches its close. Mr. Anderson is wondering whether to renew the rental lease of his farm with his tenant and to continue to live in the city on the comparatively low living standard made necessary by so small an income as the rental paid by the tenant.

What do you think would be the wiser decision for the Anderson family under those circumstances?

Case III. Henry is an ambitious farmer's son. He is out to win a prize at the annual county fair. To aid him in his ambition his father gave him a young turkey and a young pig. Henry, learning that the cash prize money for the pig is twice that paid for a turkey gives the latter back to his father and concentrates all his care to the raising of the young pig. When he did this his father remarked: "Son, you must learn not to carry all your eggs to market in one basket."

What did Henry's father mean?

WRITTEN WORK

Suggestion I. Describe, in detail, a state fair, or an institute.

Suggestion II. Write a paper explaining the Granger Movement in American History.

Suggestion III. If there is a college of agriculture in your state, write an account of its location, enrollment, courses, and the ways in which it serves farming interests throughout the state.

Suggestion IV. Write an account of why each of the following names is associated with the history of agriculture: Thomas Jefferson, Cyrus McCormick, Luther Burbank, and Henry G. Wallace.

READING FOR RECREATION

1. ASHBROOK, F. G., *Fur-Farming*.
2. BENT, S., *Machine Made Man*.
3. DU PUY, W. A., *Uncle Sam's Modern Miracles*.
4. EVERETT AND REED, *When They Were Boys*.
5. FERRIS AND MOORE, *Girls Who Did*.
6. RANDALL, J. H., *Our Changing Civilization*.
7. SANFORD, A. H., *The Story of Agriculture in the United States*.
8. SLOSSON, E. A., *Creative Chemistry*.

A WORKING BIBLIOGRAPHY

For the Pupil

1. EASTMAN, F., *Bread* (a play).
2. FINNEY, R. L., *General Social Science*.
3. HOLBROOK AND MCGREGOR, *Our World of Work*.
4. HILL, H. C., *Community and Vocational Civics*.
5. HILL, H. C., *Readings in Vocational Life*.
6. LANTIS, L. O., *Rural Community Life*.
7. LORD, R., *Men of Earth*.
8. MACGARR, L., *The Rural Community*.
9. SANDERSON, D., *The Farmer and His Community*.
10. WALLACE, H. E., *Our Debt and Duty to the Farmer*.

For the Teacher

1. BAILEY, L. H., *The State and the Farmer*.
2. BLACK, J. D., *Agricultural Reform in the United States*.
3. BRUNNER AND KOLB, *Rural Social Trends*.
4. DUDDY, E. A., *Economic Policy for American Agriculture*.
5. OGBURN, W. F., *Living with Machines*.
6. TAYLOR, H. C., *Rural Vermont*.
7. *Bureau of Agricultural Economics*. Washington, D. C.
8. *The Country Gentleman* (a farm journal).
9. *The Country Home* (a farm journal).
10. *United States Department of Agriculture* pamphlets.

CHAPTER XV

Transportation and Communication

The Chapter Message

1. *Transportation and communication are the two great conveyors of persons, ideas, and things.*

2. *There were few methods of transportation before the Industrial Revolution.*

3. *Water navigation has progressed steadily since Fulton's great inventions.*

4. *The railroads replaced the canals as a means of transportation.*

5. *Inland waterways should be promoted as a means of intercommunication.*

6. *Increased land transportation has called for the building of roads, railroads, and many forms of electric and motor lines. Newer-type bridges have been built to accommodate the heavy traffic of our time.*

7. *Spoken, written, and printed words are widely and quickly spread nowadays regardless of distance.*

8. *Modern methods of travel show great progress in speed and comfort.*

9. *Improvements in aircraft render air transportation more and more dependable.*

Interdependence of Communities Aided by Transportation. It is possible for a community to produce a limited

variety of materials or, as is sometimes the case, a single product and yet live in ease and comfort. This has not always been so. When transportation and communication were in their early and crude stages of development, a community was forced to be largely self-dependent. It could not run the risk of depending upon others for articles actually needed for everyday living. It had to produce almost all its necessities, for, in those early days, exchange of goods was very uncertain. Materials which came from a distance were limited in quantity and high in price because of the hardships and costs involved in transporting them. Today all this is changed. We can exchange our products for the products of any part of the world as we need them. Urban communities try to vary their industrial output. They boast of the variety of their trade products. Rural regions, on the other hand, engage in few industrial enterprises. This difference serves as a stimulus to industrial interdependence among our modern communities. Of course, in general, city people do not farm and country people do not engage in manufacturing. By means of a constant interchange of their products, urban and rural communities are kept in close



The first picture shows the Indian sending his long-distance message. About how far do you think his message can be delivered? The second picture shows a modern method of transmitting long-distance messages. Compare the two methods as to speed and distance.

contact with each other. In fact, the unity of our nation depends upon easy communication and mutual understanding, socially and industrially, among its people. Our communities count upon a free exchange of goods and ideas for prosperity and progress.



Name some materials produced in your community. For what goods is your community dependent upon other communities in this nation?



Environment played an important part in choosing the mode of travel used by the early settlers of our country. What stages of progress do the above pictures represent?

Progress in Methods of Transportation.

From the very beginnings until now our country has had a thrilling and dramatic industrial history. Our forefathers did a great deal of walking. Read the life of Abraham Lincoln to learn how he had to provide his own mode of travel. In his earlier days, at least, walking was his chief means of getting from one place to the other. Those who owned horses rode them or hitched them to wagons or other vehicles. Those who lived near water used canoes or some form of man-propelled watercraft. These were very slow methods of transportation. After the time of the stagecoach, which was drawn by four, six, or sometimes eight horses, the story of transportation moves rapidly. Distances both on land and water were apparently shortened by sailing vessels, steam-driven river boats, the "pony express," railroads, macadamized roads, automobiles, motorboats, electric trains and ferries, motor trucks and busses, and steam ocean-going vessels.

The result has been a national economic unity that is both a pride and a power among us. Usually where improved methods of transportation are in use progressive communities are found. The Industrial Revolution ended the era of domestic industry and brought into being the "machine age." This meant the development of special kinds of products in certain sections of the country or in various nations of the world. Better and quicker methods of transportation became necessary to exchange these products, prepared for the markets so rapidly by machines.

Name six animals that have been used for purposes of transporting people and goods. Name two types of mechanical power that are now used for modern transportation. How many years have elapsed between the wood trails used by the pioneers in America and the almost three million miles of public highways in use in the United States today?

Water Transportation. *The Steamboat.* The first successful and profitable steam-propelled boat, the *Clermont*, ridiculed as "Fulton's Folly," plied between New York and Albany in 1807. It made this trip of one hundred and fifty miles in thirty-two hours. Its success, however, soon made it a competitor of the sailing vessel. But the steamboat could not travel on small-sized streams, and could not pass the rapids and shoals common to many inland waterways. Often, too, many important towns grew up where there was no river of considerable size.

Canal Building. The canal met the need of dependable inland water transportation. There were in this country, a century ago, over 4000 miles of canals in use, besides a greater mileage in navigable rivers. Travel on canals was slow, as we now think of time and distance covered, but valuable then because it was safer and cheaper than transportation on land. Canal boats, flat-bottomed and cumbersome, were drawn by horses, or more commonly by mules, harnessed to the canal boat by long ropes. It was not

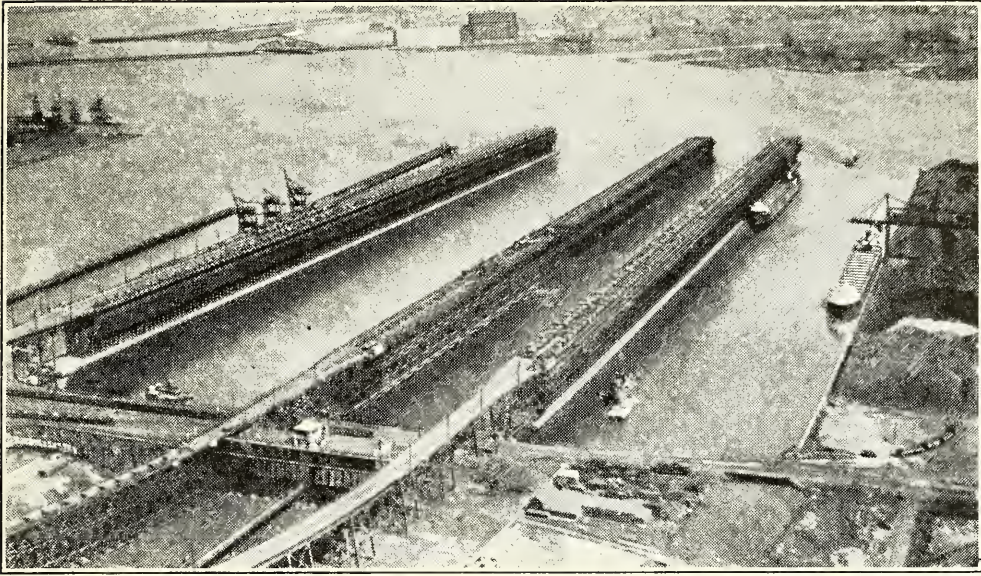
possible to cover more than thirty miles a day in this manner. The first half of the nineteenth century was the era of canal building. It was interrupted by the coming of the railroads, a means of transportation which won so much favor with the people that canal building was discontinued and canal transportation was largely abandoned. The use of the canal was seasonal. The railroad was not so limited in its routes as was the canal. It could pass over hill and valley, span rivers and even tunnel through mountains. Its speed was ten times that of canal travel. But its use cost much more than canal-boat rates. The use of canals seems likely, however, to become more important in the transportation of the future.

Why do you think we will again make use of canals?

1. *The Erie Canal.* The year 1817 saw the construction of the Erie Canal connecting the Great Lakes with the Hudson River. The State of New York has enlarged the Erie Canal through which now ply barges of three thousand tons capacity propelled by steam or gasoline.

2. *Panama Canal.* The Panama Canal, a giant engineering undertaking, was begun during the administration of Theodore Roosevelt. It was opened for world traffic in 1914. The value of the Panama Canal is not purely commercial. It is of military value to the United States. It serves as a link to connect the two Americas. It shortens the distance between Boston and Seattle. It is a much-needed passageway for our fleet. The following poem was written in honor of Colonel George W. Goethals, to whom credit for the completion of this canal is given.

A man went down to Panama
Where many a man had died,
To slit the sliding mountains
And lift the eternal tide.
A man stood up in Panama
And the mountains stood aside.



Great Northern Railway

These are shipping docks at Duluth. Why are they so long?

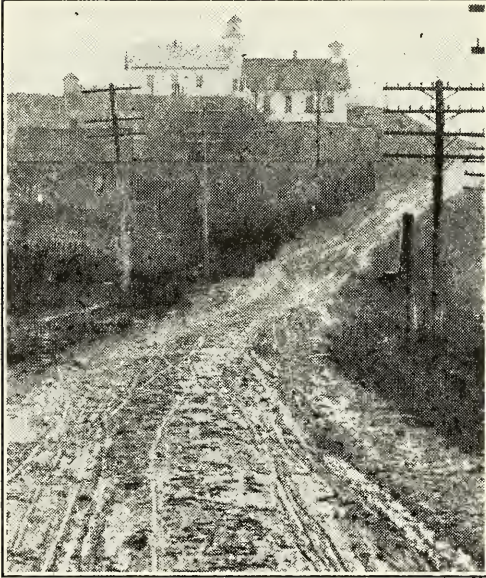
3. *The Sault Sainte Marie Canals.* Other important ship canals have been built. The Sault Sainte Marie Canals, usually called "Soo Canals," are a necessary link in the waterway connecting Lake Superior with Lake Huron. An average of one hundred ships a day pass through that waterway during its navigation season of eight months.

4. *The Cape Cod Canal.* A canal, cut through Cape Cod and well known to the summer vacationist in the East, shortens the steamship route between Boston and New York.

5. *A Proposed Canal Route.* A very recent canal project proposes to join the Great Lakes and the Atlantic Ocean, coursing along the St. Lawrence. This project is being considered by two nations, the United States and Canada. It is to accommodate both large ships and small barges. It is to be built and maintained jointly by both nations. It will be of great industrial importance because it will permit ocean-going vessels to go directly from the sea to the Great Lakes.

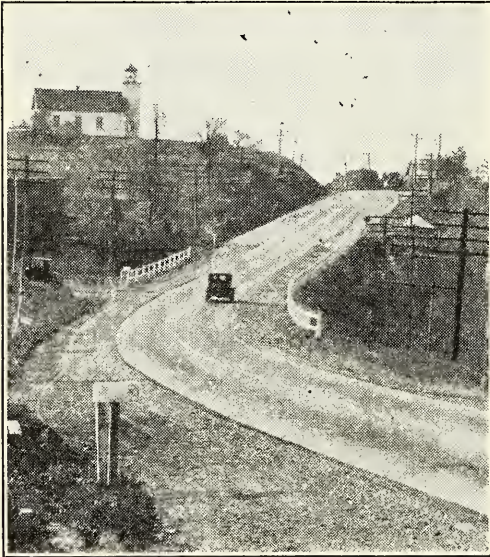
Ocean Steamships. In our consideration of water transportation we observe that the frail water craft made of wood

gave way, in time, to steel-framed vessels. In 1819 the American ship *Savannah*, then called a "steam packet,"



successfully crossed the Atlantic under sail and steam. The Atlantic Ocean, some three thousand miles wide, can now be crossed by an ocean liner in less than five days. These steamships often are referred to as "floating palaces," so elaborate and complete is their equipment of comfort and luxury.

Name six modern transatlantic steamships. What is the name of the ship which now holds the transatlantic speed record? To which steamship company does this ship belong?



U. S. Bureau of Public Roads

A country road like this is a handicap in more ways than one. Point out conditions that have been remedied, as shown in the second picture, after the road was improved.

Land Transportation.
Roads and highways. Roadways, like waterways, have developed with the progress of man. It is a long way from the cow paths and wood trails of colonial days to our modern magnificent transcontinental highways. It took a long time for the trail to be converted into a road passable even for crude

oxcarts, to say nothing of the stagecoaches. In swampy regions logs were frequently laid crosswise in the road, side

by side, making what was called a "corduroy road." As time went on private individuals organized "stock companies" and with their own private funds built hard-surfaced roads between important towns. A small charge, called a "toll," was made for the privilege of using the "turnpike" as these toll roads were usually called. People were glad to pay for the privilege of using these improved highways. Their use is now free to all and money is no longer collected at a toll gate, but by the government in the form of taxes. As our wealth has increased our highways have grown in mileage and in better and more durable type of construction. Whereas in early days the local government was responsible for the maintenance and repair of the roads, today the various states have had to assume a large part of the burden. The automobile has done much to convince the people of the need for better roads, and today splendid concrete highways cover our country. We are proud of the fact that the United States has the finest system of public highways in the world.

Give reasons why it would be impracticable for us to charge tolls nowadays. Mention five of our outstanding national highways. What advantages do concrete roads have over macadam roads? Is it always desirable to build roads of concrete? Should state funds be used to construct a rural road used only by the local residents?

Federal Aid. The national government has not shouldered the responsibility of road building. But, in recent years, to encourage the construction of better roads and the development of transcontinental highways, the federal government has been granting to the states sums of money equivalent to their own appropriations for highway construction. Today, as you know, most states have highways which are numbered or named, forming a part of the national transcontinental routes. State highway maps are the "tourist agent" of the autoist when he goes beyond the

limits of his community to sections where road routes are not so familiar to him. All told, there are today in the United States nearly 30,000,000 motor vehicles and about 200,000 miles of Federal-aid highways. With the heavy traffic of transcontinental busses and interurban trucks our roads will need constant repair and attention.

What is your most noted state highway? Are your state roads in good condition? Do your local roads need to be repaired or improved?

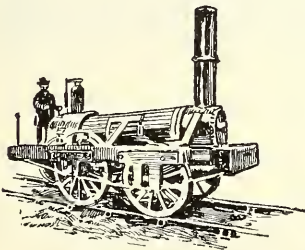
Mail Service. Post roads were our old-time routes for mail service. On horseback or in stagecoaches, the mail carriers of olden days carried mail from village to village, often in the face of grave dangers. The famous "pony express" was a private organization that boasted of an unbroken supply of ponies "hoofing" from the Middle West to California, carrying mail. The trip took ten days. The coming of the railroad made for greater speed and safety and for lowered cost in the delivery of mail. Our national government makes contracts with railroad and steamship companies for mail service, the preference being given to those who qualify best in speed, safety, and cost of service. A business man, eighty-three years of age in 1933, told of the days when he as a young salesman traveled into the northwestern part of our nation. "The trains," he said, "were equipped with stacks of muskets in the corner of the passenger cars. We were expected to use them if the mail was attacked or if the Indians gave trouble while we were stopping at a lonely station."

Originally letter postage was very expensive, running as high as eighty cents to a dollar a letter, depending, of course, on the weight and distance. For many years letter postage was three cents. In 1893 letter postage was reduced to two cents an ounce, *regardless of the distance it was to be carried*. The postage is again three cents an ounce. Even the postal authorities have gone in for speed. Mail boats meet the

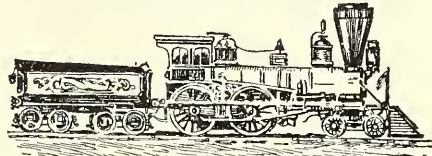
incoming steamers, while they lie afloat in quarantine, and rush the mail ashore. In 1924 the United States added to its postal system an air mail service. Later this mail service was discontinued as a government project and contracts were made with private companies to carry the air mail. An air mail letter is carried on an uninterrupted day-and-night journey to its destination. The speed record of air mail service from coast to coast far exceeds all other means of transporting the written word.

What are some postage rates today? What is charged per ounce for air mail service? The number of post offices in the United States has decreased of recent years. Do you know why? Have you ever seen a copy of an old-time letter written lengthwise and crosswise on the paper? Why was this done? Why was very thin paper used?

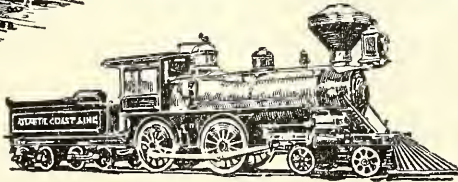
Railroad Transportation. "Everybody loves a locomotive," reads a headline in a magazine. The statement is true. There is something about an engine that grips the



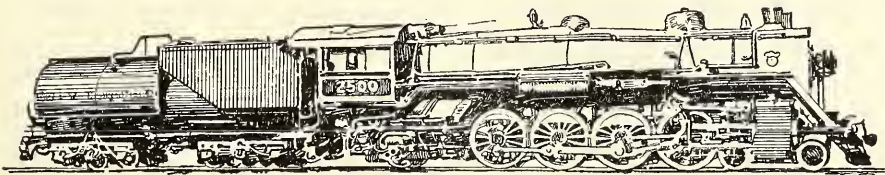
1832



1856



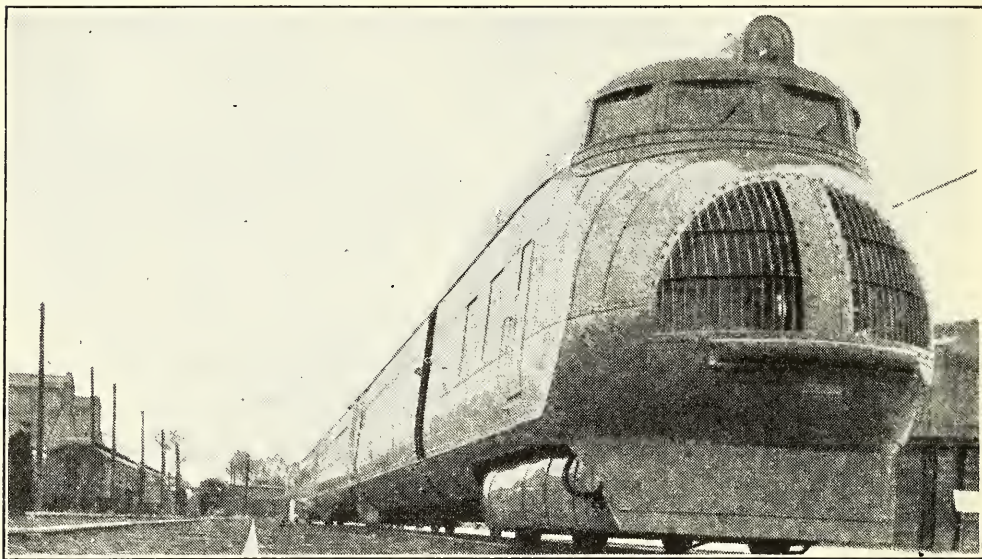
1886



1923

The railroad locomotive has been greatly improved during the past one hundred years. What can you tell about its increased power and speed?

onlooker. Perhaps it is its almost lifelike features. Perhaps it is admiration for its tremendous mechanical power. Trains and engines always have appealed to the imagination of the pioneer. They traveled on rails of steel across our ever-moving frontiers, frightened the Indians, terrorized the buffalo, echoed and reëchoed along the mountainsides, until they spanned the continent.



Wide World

This electric streamline train, built of aluminum alloy, can run at an average of 90 miles an hour.

The Interstate Commerce Commission. The federal government subsidized the construction of railroads, that is, extended aid toward their development. Local communities, anxious for better transportation facilities, offered every inducement to have railroads pass through them. The national government gave thousands of square miles of land and made large money loans that were never repaid. Numerous small lines were constructed that failed, and later some of these were combined into large systems called "trunk lines." As time went on the railroads became arrogant and were guilty of great abuses. The outcome of this was the creation by law of a board of control, called

the Interstate Commerce Commission, which regulated passenger and freight rates, the service rendered, the hours of labor for railroad employees and their rates of pay, the use of safety appliances, such as the automatic coupling device, air brakes, and many other railroad operations. The government has made great effort to guide and regulate, but not to control, railroad operation. Since the coming of electric lines, trucks, and busses, the railroads have been more considerate of public patronage. The Baltimore and Ohio Railroad Company, which gave this nation in 1828 its first train service, is also the first railroad to release the very modern "air-conditioned" cars. These contain a system of electrically-run ventilation by means of which the car temperature is kept at an even degree, warm in winter, cool in summer. Peter Cooper's "Tom Thumb" engine is famed for its record speed on the Baltimore and Ohio of 13 miles per hour. The "Twentieth Century" flier makes the distance between New York and Chicago in eighteen hours. Railroads are experimenting with lighter weight equipment, rubber tires and electrically-run engines. Statistics, however, show that there are fewer miles of railroads now than there were twenty-five years ago. Lines have been abandoned in communities of dwindling populations; there have been many consolidations in the interest of economy and efficiency; and the private automobile and bus and truck service have cut so heavily into railway patronage that railroads have suffered not only in revenue but also in mileage and physical equipment.

What two services are offered by railroads? Which is more important as a source of revenue to the railroad company? Why? What advantages do electrically drawn trains have over steam-driven engines? What advantage to certain types of shippers is the modern refrigeration-equipped freight cars?

Other Agencies of Transportation. Busses, automobiles, and motor trucks can cover extensive mileage, some of them

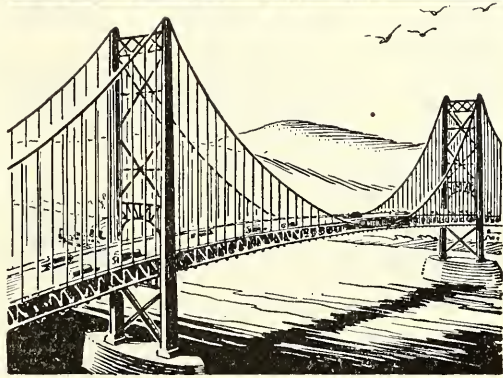
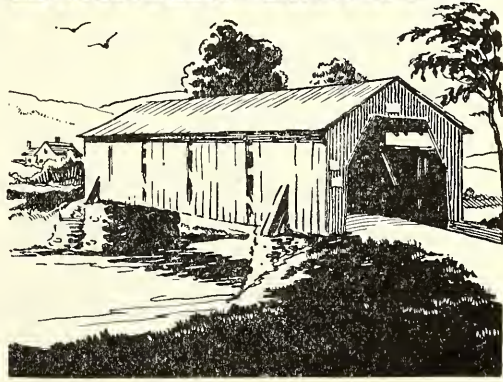
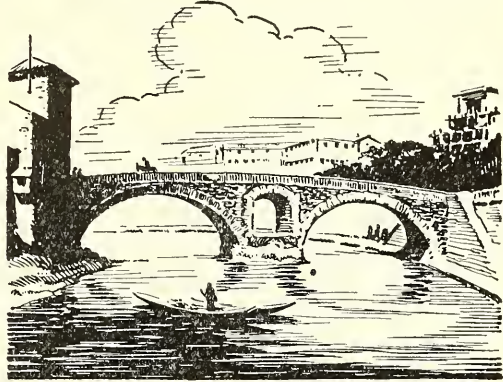
traveling from coast to coast. Because they have no tracks to lay, no roadbed to repair, no expensive cars to equip, these motor-driven vehicles can operate at less cost than the railroads. Some states, to force the responsibility of the upkeep of the roads on motor transportation, have levied a gasoline tax, the returns of which have proved very gratifying. In the vicinity of large cities these motor trucks become serious competitors of the railroads. They can carry freight from outlying districts into the city at the convenience of the shipper, for they operate under no set schedule and are free from the necessity of impediments like yards, terminals, and warehouses that are necessary for railroads. Motor trucks can call at the source of the consignment and deliver to the door of the consignee. But the long-distance range of motor-truck transportation has not as yet succeeded in outrivalling the railroads.

Can you think of reasons why we cannot afford to let our railroads become bankrupt through motor-driven competition? What can the railroads themselves do to lessen their cost of operation and to increase their business? What restrictions should be placed on busses and trucks, if any? Should the railroads take over these motor services? Is the consumer entitled to the cheapest rates of transportation? Why?

Bridges. As roads and railroads spread themselves far and wide, it has become necessary in America to build many bridges where rivers are to be crossed. We have in our country many famous and beautiful bridges, some of them noble monuments to the engineering ability of those who conceived them. The George Washington Bridge, one of the latest, accommodates auto traffic between New York City and New Jersey. The Delaware River Bridge, the largest suspension bridge in the world in 1926, at Camden, New Jersey, serves as a connecting link with Philadelphia and points west. Many more might be named. Bridge building is among the most picturesque of our practical arts.

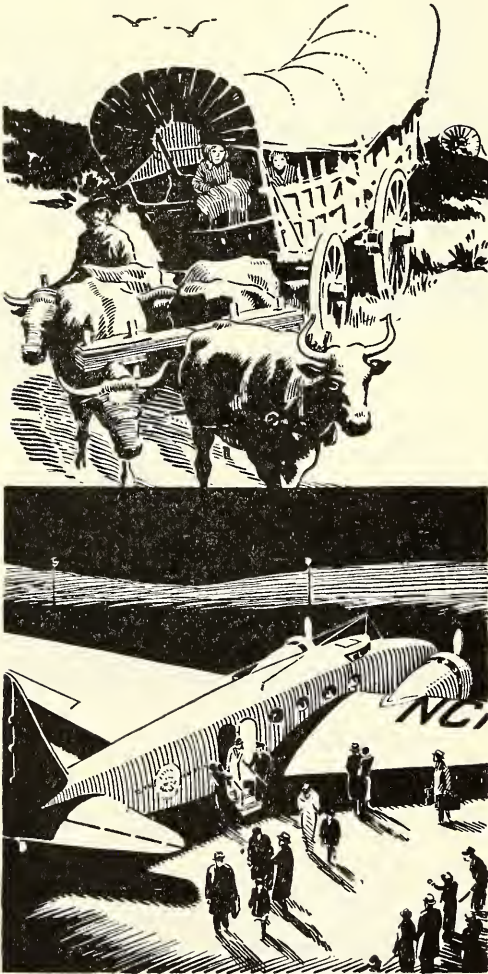
The longest concrete arch bridge in the world is the Cappelen Memorial Bridge at Minneapolis, Minnesota. It has a span of 400 feet.

Travel. You have no desire to be a stay-at-home. Perhaps you have not been one, even at your age of twelve to fourteen years. But the chances are you have not gone far on horse-back or in a canoe. Travelers nowadays demand speed. Steamers with throbbing engines push their prows through ocean waves. Railroads boast of extra-fare trains that drive through all sorts of weather "on the minute." Automobiles speed along our highways at a rate of 70 or 80 miles an hour. Some people are even impatient of that rate of speed and take to wings in the air where no traffic lights or "tie-ups" can halt their advance. Will the day ever come, do you suppose, when there will be a hangar on every roof? And to think that the day is not very long past when communities in this nation saw for the first time the horse-drawn trolley and the mule-pulled canal barge!



Besides being picturesque, bridges are interesting for their architecture. What characteristics did the old Roman bridge have? (First picture) The covered bridge? The steel frame suspension bridge?

Air Travel. Colonel Charles A. Lindbergh and Amelia Earhart have made aircraft records in solo flights that are forerunners of future passenger plane trips to Europe. The air-



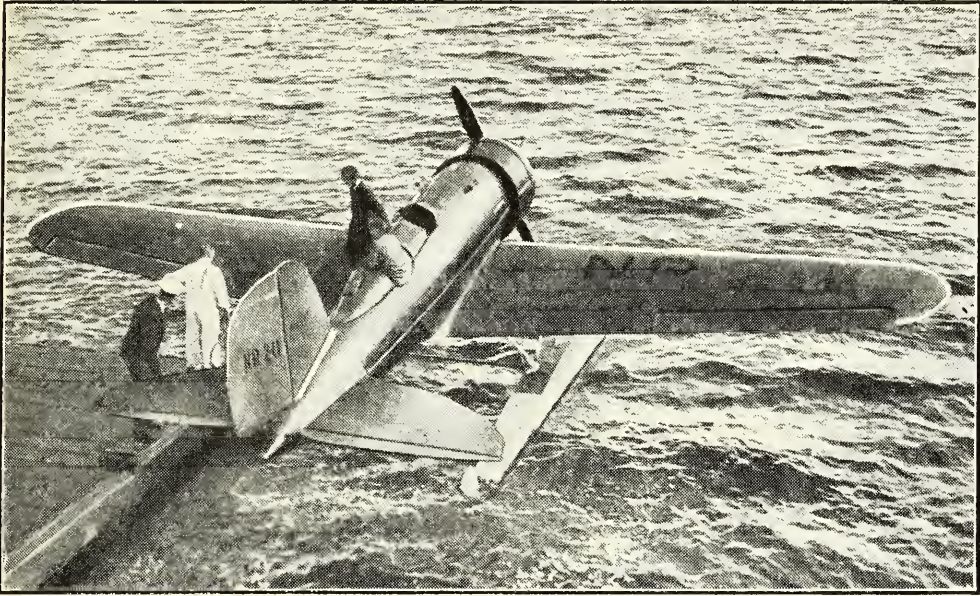
In the olden days cross-country travel was slow and dangerous for many reasons. Nowadays cross-country travel may be very rapid and interesting. By which of these two ways would you rather travel?

Why?

plane and the dirigible have demonstrated their ability to carry passengers through the air in reasonable safety and at great speed. But air travel is by no means as safe as some would have us believe. Faulty machines, bad flying weather, inexperienced pilots, and poor ground runways for take-offs and landings are among the causes of airplane accidents. However, we are convinced, despite discouragements and accidents, that the airplane represents tremendous progress in transportation. Business men hurry from New York to meet appointments in New Orleans, doctors and medicines are hurried to distant parts, warfare is made more thrilling but more terrible, large areas are sprayed against crop disease and insect pests, and

forest fires are detected — all by airplane service. The dirigible has proved its usefulness despite some disastrous accidents, such as that of the *Akron* caught and destroyed in a merciless storm. The *Graf Zeppelin* has soared its

majestic way around the world *twice*. Many aviation instruments have been invented, proving of great service to the progress of scientific flying. These instruments make possible what the aviator calls blind flying, or flying at night and through storms and fogs.



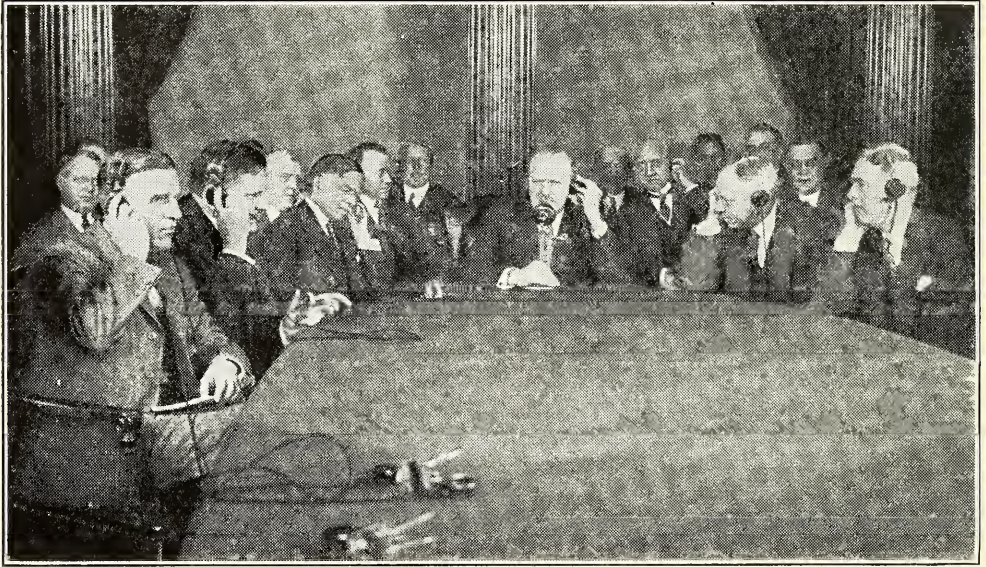
Wide World

Distant travel in an airship is a common experience for the Lindberghs. What memorable trip did they make in 1933-34?

Communication. 1. *The Telephone.* The business man of today need no longer deplore the waste of time consumed in writing a letter and awaiting the reply. He does not even have to stop to call his secretary for the dictation of his letter. He can pick up the telephone, usually within easy reach, and talk directly to his party, no matter how great the distance. The latest scientific invention along this line is the transoceanic telephone operated by radio broadcasting devices.

2. *The Telegraph.* If he chooses, he can call a telegraph office and send the message over wires. The oceans no longer separate continents as they once did. Beneath their watery depths lie cables through which are transmitted messages.

3. *The Radio.* We are indebted to Samuel F. B. Morse for the telegraph; to Cyrus W. Field for the cable; to Alexander Graham Bell for the telephone; to Guglielmo Marconi for the wireless; and to countless amateur and professional operators for the progress made in our radio equipment. Radio telephones are installed on airplanes,



Wide World

This picture shows the president of the American Telephone and Telegraph Co. telephoning from his New York office to London while officials of the company are listening in. This event took place January 7, 1927, and marks the beginning of this form of communication between New York and London.

ships, trains, and in automobiles. The signal corps of the United States army and navy have the most complete system of radio communication in the world. Radio programs from London, Paris, and Rome are transmitted to the average radio-equipped home. The advisability and need for radio control by the government is becoming a real problem. When broadcasting first came into vogue, the air was free for the using. Confusion of programs followed like the experience related in the Bible of the Tower of Babel. It seemed as if every one wanted to talk at the same time over the same wave length. Appeals were made

to the government. Acts were passed regulating radio communication; the radio law of 1927, the Ship Radio Act of 1929. By the act of 1927 a Federal Radio Commission of five members was authorized to license radio stations and assign wave lengths. This Commission is still in existence.

Television has had its start and science promises us some weird miracles from this invention in the not-too-distant future.

What changes would you like to see in radio broadcasting? Do you think our radio broadcasting should be financed by advertisers or by a tax on radio owners? Should the radio programs be made more educational, less musical, less commercial than they now are? Who is your favorite radio star? Radio announcer? Radio singer? What is your favorite radio program? Of what value to the world of commerce and shipping is wireless?

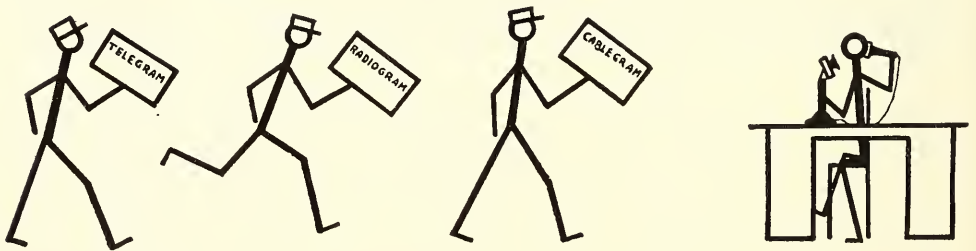
4. *The Printed Word.* Although our wires buzz with friendly as well as business conversations, there is no doubt that the printed word is still the most powerful influence among the great masses of people. It is true that the radio has become the *quickest* news announcer of the day, but you must have noticed that newspapers are bought and read everywhere with morning, evening, and "extra" regularity. The taste for reading news does not abate. People who want the whole story, and not a gist of it, unfold the newspapers and magazines to read details. There is a greater quantity of news in the printed word than any radio program, long or short, attempts to give.

Books are another medium of printed communication. People have discovered, largely through education, that they no longer have to bemoan a fate that keeps them at home. The printing press releases hundreds of opportunities for travel in thought and imagination for the stay-at-home. An individual has no difficulty locating his favorite topic of interest in the realm of print. If he is an athlete, he can

turn to the sport page of any newspaper. If he is anxious to know what the world is doing, he can locate international news as easily as national or local news. From the humblest news stand to the shelves of great libraries there is opportunity to meet the needs and desires of every type of mind.

5. *The Written Word.* The postman is the most useful and frequent agent of distribution for the written word. The post office services, whereby our letters, papers, magazines, and parcels are carried and delivered, have solved the problem of how to convey written and printed information great distances, safely, quickly, and at reasonable cost. We have, throughout our nation, 50,000 post offices conducting free delivery of mails in cities, and 45,000 mail routes. During the course of one year the Post Office Department has handled over 25,000,000,000 pieces of mail.

Since that was a very recent year, you no doubt wrote at least one letter of that large quantity. Are you careful to address your mail accurately and legibly?



ANSWER BRIEFLY

1. By what means are communities connected nowadays?
2. Is interdependence in a commercial and social sense good for people and communities? Why?
3. Mention a few rapid changes in transportation that have taken place since the Industrial Revolution.
4. What progress has been achieved in the development of trans-oceanic water craft? Of inland water routes? Name several outstanding American canals.
5. What do you mean by the term "merchant marine"?
6. Why are roads so important a factor in the life of modern America?

7. What community coöperation is needed in the development of interstate and national highways?
8. What is the purpose of the Interstate Commerce Commission?
9. Name several other agencies of land transportation besides the railroad.
10. Why is flying still attended with many dangers?
11. Mention five uses to which airplanes are put. Of what use is the dirigible?
12. What were some causes of railway accidents in the early history of the railroad? How has each of these been eliminated or reduced in frequency or seriousness?
13. Is the development of the submarine of any importance in the history of transportation?
14. What has caused the modern impetus for bridge building?

FOR YOUR NOTEBOOK-WORKBOOK

The vocabulary :

canal lock	pedestrian
Zeppelin	non-stop flight
television	wireless
electric railways	carrier
the press	interstate
air mail	intrastate
barge	merchant marine
dirigible	Industrial Revolution
macadam	tonnage
public works	transcontinental
government control	horse power
toll	motor vehicles
subway	dictaphone
long-distance telephone	cable
telegraph	cable code
broadcasting	amplifier
amphibian plane	monoplane
the "iron horse"	the "covered wagon"

Suggestion I. Make a table showing the various methods of transportation and communication now in use in your community. Include a column giving the names of the chief agencies of transportation and communication using these methods.

Suggestion II. Make a list of new problems that have been brought about in your community as a result of the development of rapid means of communication and transportation.

Suggestion III. If you are able to do so, suggest remedies for meeting the new traffic problems that rapid transportation creates in your community.

Suggestion IV. Keep your notebook alive with illustrations from newspapers and magazines picturing the following topics in this chapter: (1) engines, (2) boats, (3) roads, (4) airplanes.

Suggestion V. Following is a list of names associated with the history of transportation and communication. Identify each by a short paragraph in your notebook. In most cases a few sentences will prove sufficient for identification.

Robert Fulton
Colonel George Goethals
Henry Ford
James Watt
Samuel Morse
Guglielmo Marconi
Charles and Anne Lindbergh
Glenn H. Curtiss
Richard E. Byrd

Wiley Post and Harold Gatty
Clyde Pangborn and Hugh Herndon
Amelia Earhart
Count Ferdinand von Zeppelin
Wilbur and Orville Wright
Samuel P. Langley
Floyd Bennett
Sir Humphry Davy

Suggestion VI. Draw an imaginary map of a territory approximately 250 square miles. Locate on the map towns, pleasure resorts, sources of raw materials, and manufactured products. Show, by colored lines and a key, by what type of transportation each community can be reached.

FOR YOUR BULLETIN BOARD

Divide the subject of this chapter into two parts. Form two committees. Have one committee gather a display of pictures from the members of the class showing means of *communication* used in your community. Have the second committee do likewise for *transportation*. These committees will do well not to depend entirely on pictures but to solicit original graphs and maps and tables.

FOR DISCUSSION

Aircraft operation should be conducted only by government-trained men and women.

The telephone has been a greater service to man than the radio.

It does not pay to advertise over the radio because the public is tired of listening to announcements of an advertising nature.

The newspaper as an organ of public opinion should be government owned.

People have become too "leg-lazy" to revive the bicycle.

The railroads of the United States should all be consolidated into one large system.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. In a rural community in 1890 there were four physicians within three miles of a given point. Today there is one doctor six miles away. The people of that community now feel that they have sufficient medical service. There is a large city within nine miles of this community.

What is the reason for the decrease of doctors from 1890 to the present? Why do people feel that they have more adequate medical facilities than they had in 1890?

Case II. The son of a certain family is attending a college four hundred miles from his home.

Under what circumstances would he write home? Telephone? Telegraph? State reasons for your decision in each instance.

Case III. The Romans built roads that are still in use in Europe. Alongside an old Roman road in France stretches a modern road. The former is in good condition, the latter is in need of repair.

Why do modern roads wear out so soon? Why are they not built after the fashion of Roman roads since the latter have proved so durable?

Case IV. Interurban and transcontinental bus and motor-truck lines are said to have become a strong competitor of railroad traffic.

Do you think these newer forms of transportation could ever displace the railroads?

Case V. A certain canal, once an important means of transportation, was completely discarded and allowed to dry up. People forgot the expense entailed in constructing this canal bed and even began to regard it as a menace to civic beauty because it was strewn with refuse, papers, and rubbish — an unsightly picture. A railroad, seeing possibilities, purchased the canal property and is now running trains over the old canal bed, a happy solution — for not only is the problem of the appearance of the property solved, but a railroad problem as well. These trains, running below the normal grade of the ground, make it safer for the traffic of pedestrians and autoists.

Do you think this was a wise change? Was there a possibility that the old canal bed might have been restored to its former use if and when canals again become the vogue in the near future?

Case VI. The United States post office service is a public utility owned by the United States government.

Would it be better to release this industry for private ownership, like the telephone and telegraph service? Or should the government also own and operate the telephone and telegraph?

Case VII. A short time ago, a school teacher in Scotland put this question to a group of his children: "What are the loveliest things you know, persons not counted?" Here is one girl's list: The scrunch of dry leaves when you walk through them; the feel of clean clothes; cool wind on a hot day; climbing up hills and looking down. Here is the list of one of the boys: the feel of running; looking into deep clear water; the taste of strawberries; a swallow flying; water being cut at the bow of a boat; a mounted policeman's horse; an express train rushing; a builder's crane lifting something heavy; the feel of a dive; a thrush singing.

Would your list have been different? Note the items on motion and speed characteristic of both lists.

Case VIII. Some claim that the day will come when the radio will completely take the place of the newspaper and magazine as an agency for rapid distribution of news to the public.

Do you agree?

WRITTEN WORK

Suggestion I. Write a paper on the life of Charles A. Lindbergh, emphasizing his contribution to the progress of the airplane as an agency of national and international communication.

Suggestion II. Make a list of methods of communication and transportation used today but entirely unknown in 1860.

Suggestion III. Prove, by writing out all the data you can secure, that the motion picture is an important means of distributing to our nation information concerning other nations.

Suggestion IV. Discuss the future of the radio or that of the airplane, as you view it. Read about these inventions in the library to secure definite information.

Suggestion V. Visit a newspaper plant and write an article on what you observed about printing a newspaper.

Suggestion VI. Make a table of three columns, namely :

Important Transcontinental Roads in the U. S.	Important Steamship Lines in the U. S.	Important Air Lines in the U. S.

READING FOR RECREATION

1. BYRD, R. E., *Little America*.
2. BYRD, R. E., *Skyward*.
3. DARROW, FLOYD L., *Thinkers and Doers*.
4. HAWKS, ELLISON, *Boy's Book of Remarkable Machinery*.
5. LINDBERGH, C. A., "We."
6. PARKMAN, M. R., *Conquests of Invention*.
7. SLOSSON, E. E., *Chats on Science*.
8. SLOSSON, E. E., *Keeping Up with Science*.
9. TAPPAN, E. M., *When Knights Were Bold*.
10. WILLIAMS, A., *How It Works*.

A WORKING BIBLIOGRAPHY

For the Pupil

1. COLLINS, A. F., *The Wireless Man*.
2. DANA, R. H., *Two Years Before the Mast*.
3. DUKE, D., *Airports and Airways*.
4. FRASER, C. C., *Heroes of the Air*.
5. GEVIN, J. L., *The Making of a Newspaper*.
6. GILPIN, W. P., *The Pony Express*.
7. GRANT, G., *The Story of the Ship*.
8. ROLT-WHEELER, F. W., *The Boy with the United States Mail*.
9. STUCK, H., *Ten Thousand Miles on a Dog Sled*.
10. WARMAN, C., *The Story of the Railroad*.

For the Teacher

1. ATKINS AND WUBNIG, *Our Economic World*.
2. BISHOP, F., *Panama, Past and Present*.
3. BOGART AND THOMPSON, *Readings in the Economic History of the United States*.

4. CAMPBELL, M., *Good Roads and the Rural Community*.
5. COMPTON, *Pictured Encyclopedia*.
6. DAGGETT, S., *Principles of Inland Transportation*.
7. DUKE, D., *Airports and Airways*.
8. GRUENING, E., *The Public Pays*.
9. MOODY, J., *The Railroad Builders*.
10. TUGWELL AND HILL, *Our Economic Society*.

CHAPTER XVI

The Alien and the Citizen

The Chapter Message

1. *In relation to citizenship, there are three kinds of people living under the flag of the United States.*
2. *Aliens living in the United States have a great many privileges, but they have no political rights.*
3. *There are two ways of becoming an American citizen: (1) by birth, (2) by naturalization.*
4. *Naturalization involves three steps important to the alien.*
5. *Only members of the white and the Negro races are eligible to naturalization.*
6. *Citizenship may be acquired, but it may also be lost.*
7. *Citizenship involves duties as well as rights and privileges.*

The People of the United States. So far as citizenship is concerned, there are three kinds of people living under our flag today: aliens, citizens, and wards.

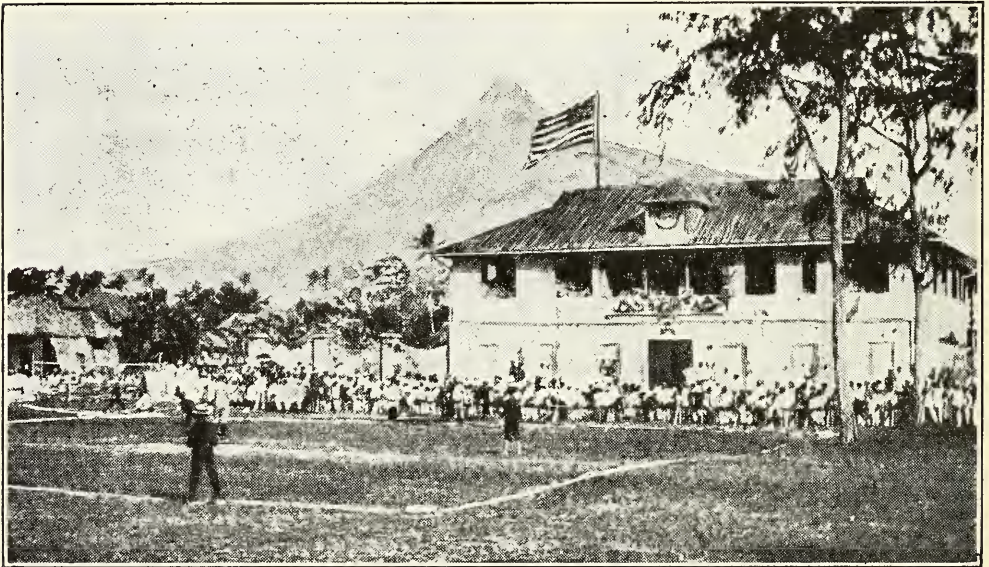
Aliens may be either citizens of other countries or people without a country, that is, people who have lost their citizenship rights in another nation. They receive the protection of our laws and enjoy many privileges granted to our citizens while they reside in our land. They are, however, neither citizens of the state in which they reside nor citizens of the United States. They may not vote or hold political office. They may not serve on juries. Our *citizens* are citizens both of the state in which they reside and of the United

States. They are entitled to all the civil rights defined in the Constitution of the nation and in the constitution of their state. They may, if they can qualify, exercise full political rights as well.

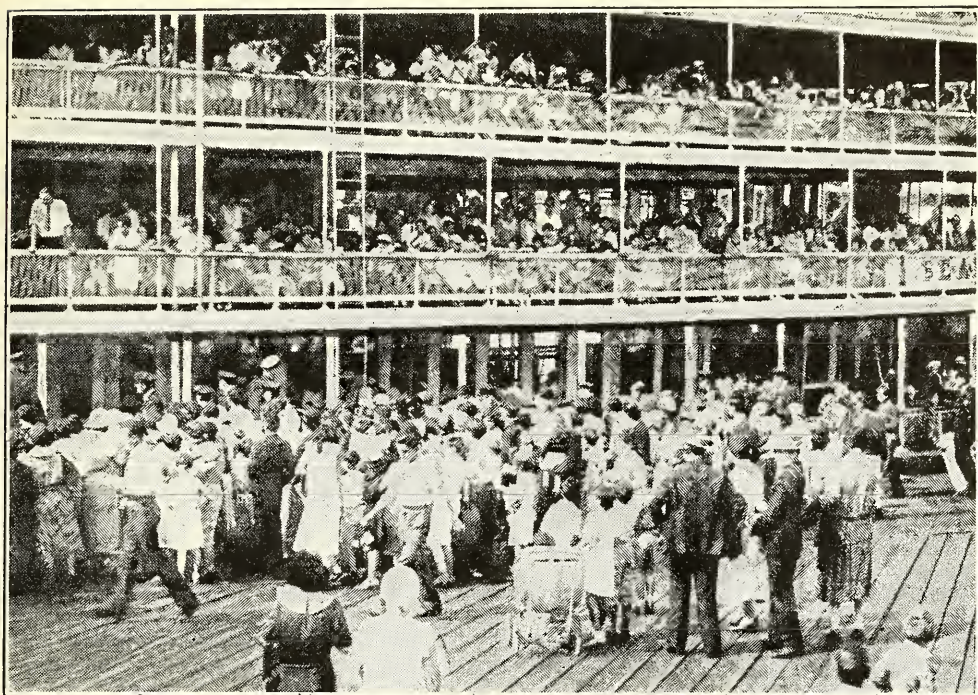
The inhabitants of the Philippine Islands are *national wards*, or subjects. They are neither aliens nor citizens of the United States. Yet they enjoy the protection of our flag. Only a few of them have come to live in the United States.

Privileges of Aliens. There are aliens living in a great many of our communities. They enjoy nearly all the benefits extended to the full-fledged citizen. In some states, however, they cannot own land. In some states they cannot be employed by the government.

The alien has many privileges. His life and property are safeguarded under the same laws and by the same forces that protect the citizen. He can carry his legal difficulties into the courts. He can send his children to the public schools. He and his family can enjoy our public parks ; our



The flag of the United States is unfurled in the Philippine Islands as well as in the United States while the great American game is being played. What is this game that is in progress? Why do the Filipinos display the flag of the United States?



Here is a happy crowd of people bound for a city pleasure excursion. It is composed of aliens and citizens enjoying alike the privileges of our community life.

highways are his for the using of them ; our free clinics and hospitals are as concerned about his health as if he were a citizen. He can enter our museums and libraries. He enjoys our fire and police protection. Yet, as an alien he cannot say : "This is my country."

Why, then, should an alien want to become a citizen? Because he lacks one of our most cherished privileges. He has no political rights. Although he receives full protection of his life and property he would feel more satisfied under the jurisdiction of the government under which he lives if he were a citizen and could take part in its political life. Suppose he were called to court. As a citizen he could appear with more confidence than if he had to confess that he had lived among us a great many years but had never cared to become a citizen. We are always hopeful that by means of a friendly attitude we can inspire our aliens to want to take advantage of full membership in our "civil body politic."

Large cities provide free recreational facilities for their people, such as tennis courts, ball grounds, and swimming pools. Do you think aliens should be excluded from enjoyment of these when the city authorities find it difficult to accommodate the public, due to limited space and funds? Some people believe that foreigners should all be "registered" in this country. Others think that they should be "fingerprinted." Why? What do you think?

How a Person May Become a Citizen. There are three ways in which persons become citizens of the United States: by birth, by naturalization, and by act of Congress, sometimes called "blanket naturalization."

1. *By Birthright.* (a) A child born in the United States or under its jurisdiction is a citizen of the United States. (b) The child of a father who is a citizen of the United States, no matter where the birth occurs, is a citizen of the United States. If, however, the child born abroad continues to reside outside the limits of our country after he is eighteen, he must register his intention to remain an American citizen and resident of the United States, and, upon reaching the age of twenty-one, he must take an oath of allegiance to the United States. On the other hand, children born of aliens in the United States are citizens of the United States unless they renounce their citizenship by expatriation — a process by means of which a citizen of a country renounces his allegiance to that country in order to become a citizen or a subject of another country.

The fourteenth amendment to the federal Constitution defines citizenship. It says, "All persons born or naturalized in the United States and subject to the jurisdiction thereof are citizens of the United States and of the state in which they reside." There are persons born in the United States, but *not subject to its jurisdiction* at the time of birth. These are (a) children of foreign diplomatic representatives, and (b) children born on foreign vessels in our ports. States cannot deny citizenship to any person who can claim citi-

zenship under the terms of this amendment. Thus, you see, the right of citizenship is a federal and a state right. The states, however, set down the terms under which citizens may exercise the right to vote. Citizenship has been conferred by our national government on whole groups of people, as was the case with the inhabitants of Puerto Rico, of the Hawaiian Islands, and of the Virgin Islands; also, in 1924, with such American Indians in the United States as had not previously become citizens. This is "*blanket naturalization*."

2. *By Naturalization*. There is a process called *naturalization*, whereby those who are not citizens of the United States may apply for the privilege and have it granted to them. Only members of the white race and Negroes are eligible to citizenship. No Asiatics may be naturalized. The naturalization of a father also naturalizes his minor children residing in the United States at the time. Special arrangements are made for those to become citizens who have served in our army and navy.

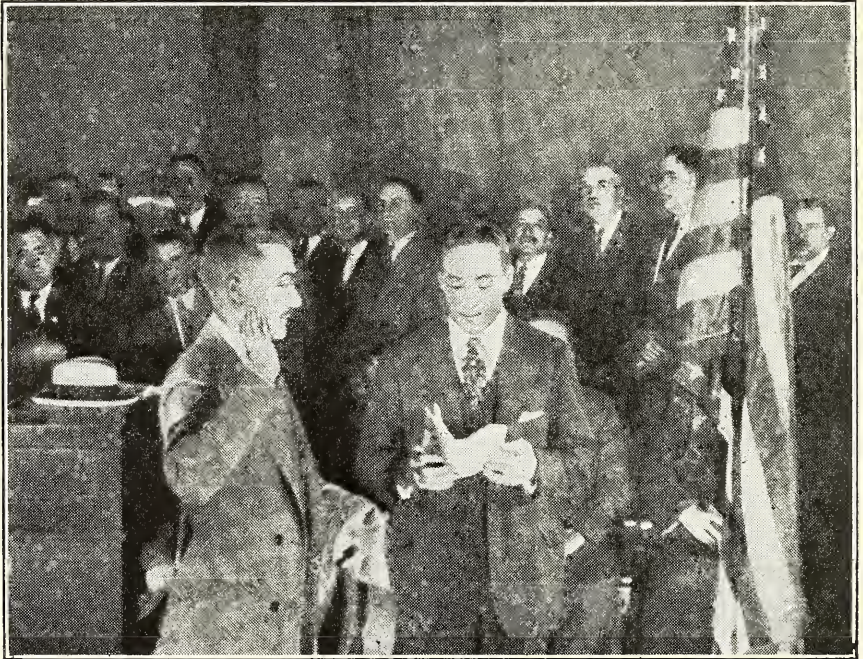
Considering the fact that the Indians, the Puerto Ricans, the inhabitants of the Hawaiian Islands and the Virgin Islands were taken into "blanket" citizenship, should not the Filipinos have been given the same treatment? Do you approve of this wholesale form of conferring citizenship, or do you believe that it should be done individually? Why? Do you think it fair to the yellow race that we exclude them from citizenship?

The Process of Naturalization. Briefly stated, there are three steps in the process of naturalization.

1. *The Declaration*. At the age of eighteen, or over, the alien may go before a naturalization court or officer, and file a *declaration of his intention of becoming a citizen of the United States*. This declaration must be made at least two years before his final admission to full citizenship.

2. *A Petition Is Filed*. Not less than two years and not more than seven after the first declaration, the alien *files a petition* in his own handwriting, stating (a) that he has lived

continuously in the United States for at least five years, (b) that he is not an anarchist or a polygamist, (c) that he will support the Constitution of the United States, and (d) that he renounces forever his allegiance to the foreign country of which he was a citizen. His petition must be countersigned by two citizens who confirm the information in the petition and vouch for his good moral character.



National League for American Citizenship, Inc.

This scene shows the third step of the process of naturalization. Which is the alien? The officer? Why is the flag prominently displayed in this procedure?

3. *The Applicant Examined by the Court.* After ninety days the petition is heard and the applicant examined in person by the court or by written test to determine whether he can read and write English and whether he has some knowledge of the government of the United States. If the applicant passes this examination successfully, he receives a certificate of citizenship, sometimes called the "final papers." According to a law, passed in 1906, an alien to be eligible for naturalization must be able to read and speak English, and to write his own native language.

The Bureau of Naturalization. The United States Constitution gives to Congress the power to establish a uniform rule of naturalization. Under this power the federal Bureau of Naturalization has been established to carry out the process of naturalization. President Franklin Roosevelt combined this bureau with the federal Immigration Bureau when he set up an economy program in 1933.

How Citizenship May Be Lost. Citizenship may be lost as well as acquired. Few people think of the seriousness of losing their citizenship. (1) Whether native-born or naturalized, a citizen may lose his citizenship by taking an oath of allegiance to a foreign government. (2) Citizenship may be lost by the committing of certain crimes. (3) If a citizen goes abroad and makes known his intention of remaining there indefinitely or for the remainder of his life, he loses his citizenship. (4) If a naturalized citizen returns to his native country and resides there for two years, or goes to some other country and remains there for five years, our government ceases to count him as an American citizen, and unless he can show that he plans to reside permanently in the United States, his naturalization certificate may be revoked. A naturalization certificate which has been illegally or fraudulently secured will be canceled by our government.

Every Citizen Has Certain Rights. Full citizenship in this country carries with it many rights, privileges, and duties.

The individual citizen has many domestic rights. His house is protected against unreasonable searches and seizures. He cannot be arrested without a warrant unless he is caught in the act of committing a crime. He cannot be made the victim of an *ex post facto* law, which is a law declaring an act to be a crime when it was not a crime at the time it was committed. He cannot be held indefinitely in prison without having the reason for his detention passed upon by

a judge. This is known as the right of *habeas corpus*. He cannot be convicted by a *bill of attainder*, that is, he cannot



In school we teach the alien what ideal citizenship should be. But, in the daily routine, our citizens too often trespass against the rights of others. The alien justly becomes suspicious of theoretical citizenship. Is the alien to be censured if he does not become a good citizen of the United States?

be declared guilty of a crime by an act of the legislature. He has the right to worship as he pleases. He has freedom of speech. He has the right to petition his government. He has freedom of the press. He has the right to own property. He can make contracts. He can use the courts to secure justice. He can vote and hold public office, provided he possesses the required qualifications. He can demand the protection of his country while abroad.

Every Citizen Has Certain Duties. But citizenship involves duties, obligations, and responsibilities. What are some of the duties of the American citizen? He should respect his country. He should love its flag. He should be loyal to it in time of peace and be prepared to defend it when it needs his help. He should know the Constitution. He

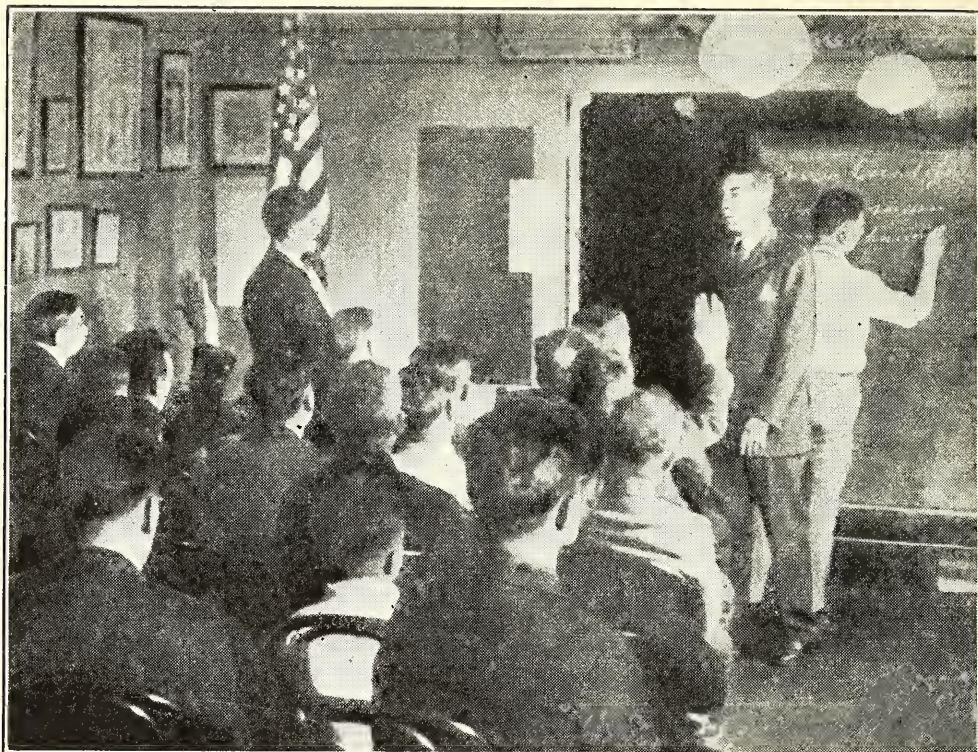
should respect and obey the laws of the community in which he lives and the authority of the officials set up in office. He should respect the rights of all other persons. He should pay his taxes. He should vote regularly. He should live an exemplary life. He should desire education. He should be self-supporting. He should coöperate with

local, state, and national projects which stand for progress and are dependent for their success upon the coöperation of the citizen body. A poor citizen can do more to hinder progress in time of peace than a poor soldier can retard victory in time of war. An army leader can force the coöperation of his men by means of military control but the government must leave the citizen more or less on his honor in time of peace. There is nothing so vital to the progress of our nation as the citizen who understands and appreciates his rights and duties of citizenship at all times.

Are children, under twenty-one years of age, citizens? What can juvenile citizens do to uphold our democratic standards?

Duties of Aliens. Resident aliens also owe this country certain duties and obligations. An alien cannot be called to defend our nation in time of war but an alien can show his appreciation for the privileges he shares with us by coöperating in time of peace. In time of war, an alien should remain neutral if he does not care to enlist in our fighting forces. The alien should obey our laws and respect our customs. It is his duty, if he intends to reside in the United States for an indefinite period of time, to learn our language, an achievement which will aid him to coöperate with us in all phases of everyday living.

Training in Citizenship. A person may be a native-born citizen, but that does not necessarily involve good citizenship. Like everything else, citizenship requires a certain amount of training if it is to be of superior quality. You will recall that the early chapters of this book brought out the fact that as an individual you are a member of many groups. Evidences of good citizenship can be shown in the home, the school, the neighborhood, the state, and the nation. Merely to obey laws, pay taxes, seek education, and vote are not proofs of superior citizenship any more than high marks in school are always a proof of good scholarship.

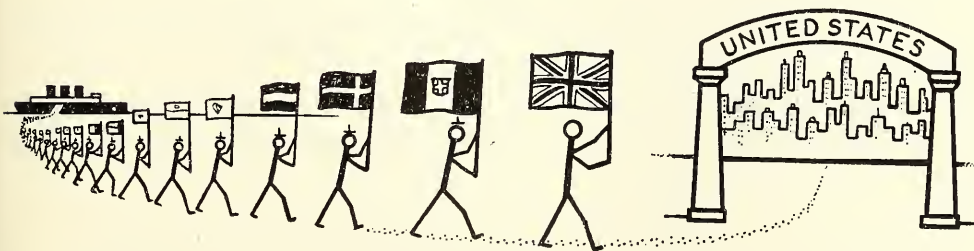


National League for American Citizenship, Inc.

A night school class in citizenship. What lessons are taught here? Why has one parent brought his young son? Is there any resemblance between this class and the one you are now in?

A "grade A" citizen will strive to vote intelligently. He will take the trouble to find out about the party principles and the candidates at coming elections. He will train himself to gather information from newspapers, bulletins, conversation, and his own personal observations. He will have a different attitude toward jury duty than does the man who serves because he is curious or wants the day's work. He will sacrifice the time and effort it takes (especially for an active business man who realizes that the time spent away from his work means a set-back) because he will want to do his small share in the carrying out of justice. The good citizen should not refuse public office when his fellow citizens urge him to run for election. If good citizens will not hold office, you can determine for yourself the kind of government under which you will live. There is no better argu-

ment to convince the alien of the desirability of becoming a citizen than to give him an opportunity to observe a high quality of citizenship in those who are native-born. Suppose an alien is dealing with a citizen in the business world, what evidences of good citizenship can the native-born citizen show? He can give the alien "a square deal" along with all his customers. He can show that he knows and obeys not only the general laws of the community, but also the laws that concern his particular line of business. If, in his business, he uses scales and measures, he can have certified inspection of them in plain sight. If he is a butcher, barber, or baker, he can show plenty of evidence of his sanitary ideals. If he employs the labor of other men, he can do more than maintain the industrial code, he can strive to make his employees happy as well as satisfied in their work. There are many ways, officially and unofficially, for a good citizen to demonstrate his intentions of living up to high ideals of Americanism. But it requires a long period of training. Now is the time for you to begin. You are in the first stages of your citizenship career. You can start today, to show that you mean to be an all-around worthy citizen.



ANSWER BRIEFLY

1. What three kinds of people are living in the United States today, as regards citizenship?
2. What community benefits do we share with the alien? What rights are denied the alien?

3. State the Constitutional definition of the term "citizen."
4. What are three ways of becoming an American citizen?
5. Give the three steps in the process of naturalization.
6. What race is excluded from naturalization?
7. Name eight rights of citizenship.
8. What is *habeas corpus*? An *ex post facto* law? Bill of attainder?
9. Name eight duties of citizenship.
10. What duties do aliens have? What privileges?

FOR YOUR NOTEBOOK-WORKBOOK

The vocabulary :

foreigner	naturalization
alien	oath of allegiance
national ward	declaration of intention
citizen	petition
duties	application
rights	native-born
privileges	writ of <i>habeas corpus</i>
obligations	<i>ex post facto</i>
bill of attainder	expatriation
hyphenated American	

Suggestion I.

1. Make a copy from the United States Constitution of the definition of citizenship as worded in that document. Make a copy of what your state constitution says about citizenship. Are there any differences between these two versions of citizenship — in the state and in the nation?

2. Make a list of the duties of a good alien residing in this country. Make a list of the duties of a good citizen.

3. Boys and girls are citizens. Make a list of ten privileges juvenile citizens enjoy. Adult citizens have three duties juvenile citizens do not have. Can you list them?

Suggestion II. Complete the following table in your notebook.

AMERICAN CITIZENSHIP

DUTIES		PRIVILEGES		ADVANTAGES	
1.		1.		1.	
2.	etc.	2.	etc.	2.	etc.

Suggestion III. Complete the following table in your notebook.

PROBLEMS CONFRONTING THE ALIEN RESIDENT IN THIS COUNTRY

- 1.
- 2.

Suggestion IV. Complete the following table in your notebook.

THE PROCESS OF NATURALIZATION

THE FIRST STEP	THE SECOND STEP	THE THIRD STEP

Suggestion V. Make a list of the rights of citizenship outlined in the first ten amendments to the National Constitution.

FOR DISCUSSION

It is the duty of all aliens to become citizens of the United States if they plan to reside permanently in this country.

The United States Constitution should be amended so that a naturalized citizen can become a candidate for the Presidency and Vice-Presidency.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. This list of characteristics of the ideal citizen was once presented to a class of boys. Each boy was requested to take the test. The answer requested was *yes* or *no*.

1. Can you keep a promise?
2. Can you be trusted without being watched?
3. Do you obey all the school rules?
4. Do you obey all the home rules?
5. Are you courteous?
6. Do you respect your elders?
7. Can you win without boasting?
8. Are you physically clean?
9. Are you dependable?
10. Are you able to control your tongue?

Some of the boys resented being made to take this test on the grounds that it was not a fair test of good character. One boy called it "old fashioned." Do you agree with him? Do you consider the test a fair estimate of good citizenship? What other points would you have added?

Case II. Mr. Gerardi is an Italian. He has lived in America for ten years but has never become naturalized. His wife is urging him to become an American citizen for the sake of his four children, two of whom were born in Italy. Mr. Gerardi hesitates because he has heard that the examination given is very difficult. He is not an educated man, having gone through school only as far as the fifth grade.

Is Mr. Gerardi justified in his attitude toward naturalization?

Case III. The social service worker in a city high school went to visit the home of two of the students. She found the parents were aliens and quite unaccustomed to the American ways of living. In one home the mother was unable to read or write, and she spoke a very broken English. In the other home the mother spoke no English. Both fathers were laborers. The parents were not interested in what their children were doing in school. They had never asked to see the report cards. But they had lived in this country for over fifteen years.

Can you justify the parents' position in this case? Should such aliens learn English? If they want their children to take advantage of our free system of education, ought they not to show less indifference concerning it?

Case IV. A certain alien was being examined before the naturalization court. He was asked this question: How many members are there in the United States Congress?

Was this a fair question? What questions do you think would be a fair test of an immigrant's knowledge of our government?

FOR YOUR BULLETIN BOARD

It will prove very interesting for this chapter to arrange a bulletin-board display of features of famous Americans who have come here as aliens, become American citizens, and "made good." There are a great many of national, state, and local fame. Have some one read the book by Jacob Riis, called "The Making of an American." A report can be given of this book. Be sure to include a picture of Jacob Riis in your bulletin-board display.

FOR WRITTEN WORK

Suggestion I. Write the history of the American Flag.

Suggestion II. Write a paper on what you consider might be undertaken in your community to promote a higher standard of citizenship than now exists.

Suggestion III. Not many people witness the making of citizens through the process of naturalization. If possible, visit a naturalization court and watch the process. Write a dramatization of it for the class. Call it "The Making of an American Citizen."

Suggestion IV. The following letter was written by an alien to his neighbor, a citizen, on the eve of his departure for his native land. Assuming that you received this letter, write an answer, stating wherein you agree or disagree with Mr. Swanson's views. Each student can keep his reply on file in his notebook. The letters written should be read aloud in class.

S. S. Rega
Sailing at Midnight

My dear friend,

I was so busy getting ready to sail that I could not find time to call you today to say farewell.

We are reluctant to leave neighbors as kind and friendly as the people of your household. But we are not sorry to be leaving America. You know how I feel about life in the United States. I do not like the rush and hurry of America. People take things with much more calm in my native land. They know the charm and contentment of simple living.

Your homes are one continuous round of excitement. Instead of strolling in your fields and gardens, your children are dashing off to parties, to golf and tennis clubs, to movies and dancing in search of never-ending amusement. What is the result? The home is in a state of constant turmoil. The members of the family are none-too-well acquainted. Fine music, art, and high class literature are unknown to many individuals. The ability to carry on an intelligent conversation is rare among your people.

The cities of America are a nightmare to me. Instead of blue skies overhead the canopy of the heavens is dulled to a gray film of smoke.

In the rural regions of your land the cost of living is so high, or the isolations so undesirable that one has little choice between the discomforts of city and country.

The real reason for political indifference on the part of so many of your citizens is the simple fact that they are so selfishly devoted to their private interests that they cannot be persuaded to give attention and time to affairs of public importance.

In business the citizen of your country is forever trying to outdo his fellow-workers. Your young people do not have the proper attitude toward honest labor. To them manual work of any kind is beneath their consideration.

However, my dear friend, we take away with us only pleasant memories of our friendship with you and your family. You have established in your home a very fine attitude toward family life. You inspire your neighbors with a sense of trust and respect. You take an interest in the public affairs of your community. We will speak of you often when we are discussing Americans in our native village.

The ship is about to sail. Write to us whenever you can. My wife and children join me in sending best wishes to you and yours.

Cordially,

Peter Swanson.

READING FOR RECREATION

1. BOLTON, S. K., *Famous American Statesmen*.
2. BOLTON, S. K., *Lives of Girls Who Became Famous*.
3. BRIDGES, H. J., *On Becoming an American*.
4. MORGAN, T. J., *Patriotic Citizenship*.
5. RIIS, J. A., *Making of an American*.

A WORKING BIBLIOGRAPHY

For the Pupil

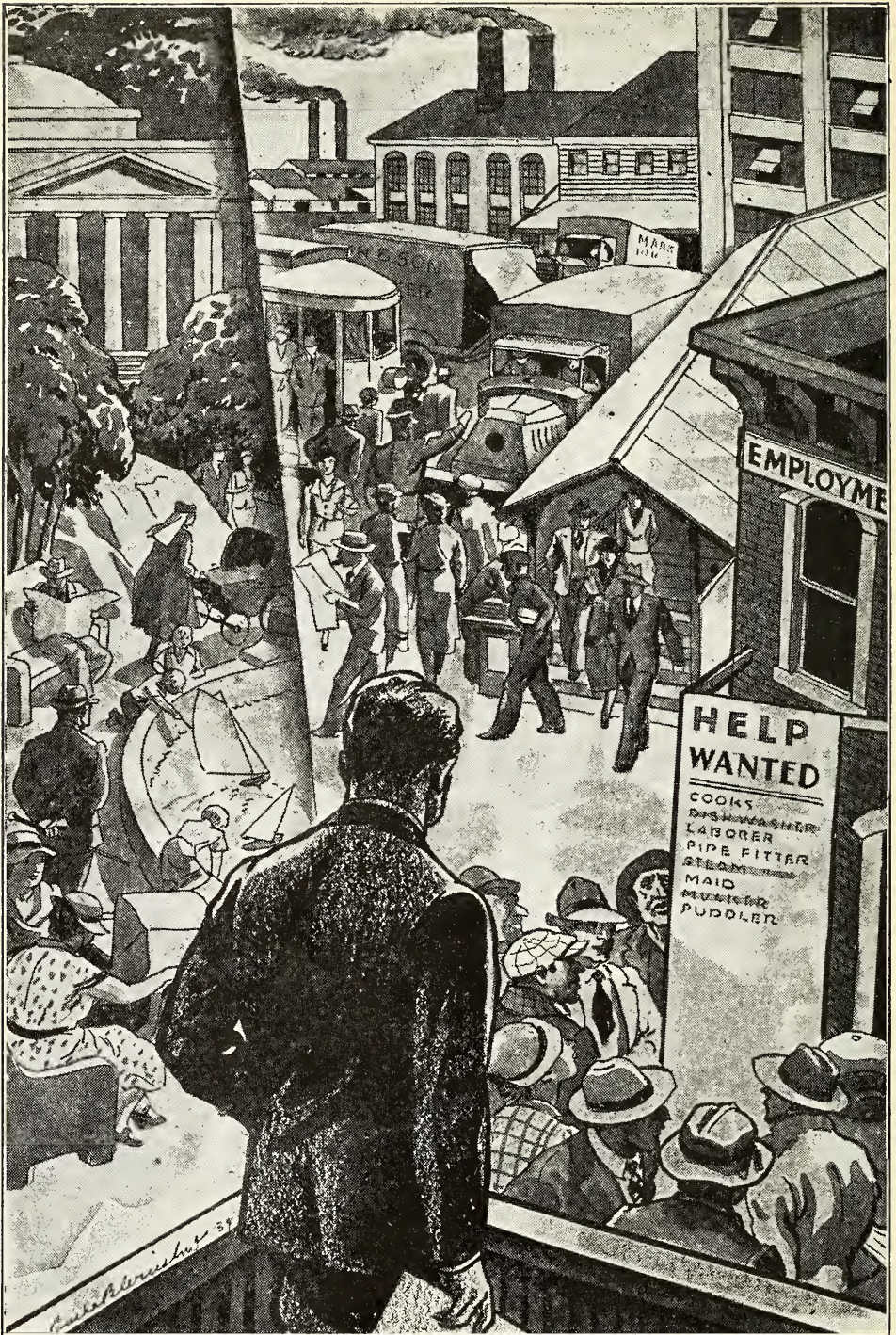
1. BEARD, A., *Our Foreign-Born American Citizens*.
2. MORGAN, J., *Abraham Lincoln*.
3. SWIFT, L. B., *How We Got Our Liberties*.

For the Teacher

1. BEARD, C. A., *American Government and Politics*.
2. BOGARDUS, E. S., *Essentials of Americanization*.
3. BRYCE, LORD, *The Hindrances to Good Citizenship*.
4. CLEVELAND, C. E., *American Citizenship*.
5. GARTH, T. R., *Race Psychology*.

Unit Five

YOU OBSERVE INDUSTRIAL ACTIVITIES



You observe here a variety of interests that attract our world of workers. What interests do you see in this picture? Name some interests that are not shown in the picture.

CHAPTER XVII

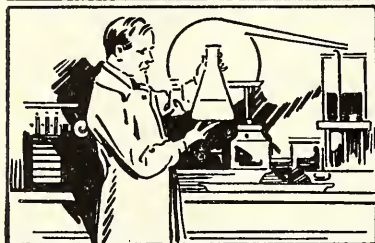
Choosing an Occupation

The Chapter Message

1. *There are many ways of making a living.*
2. *First of all you should consider the opportunities for personal guidance you have right at hand.*
3. *Then you should be planning what you hope to do after graduation.*
4. *A wise choice of work is an important factor in a successful career.*
5. *The ideal worker must possess certain essential traits of character.*
6. *You can give yourself a "self-test" by comparing your personal traits of character with those of the ideal worker.*
7. *Every individual should appreciate the value of work.*

Vocational Opportunity. Ways and means of earning a living are many and varied. A person's life work may depend upon his own preference, his health, his intellectual ability, his ambition, the economic and social standing of his family, where he lives, and the opportunities for work that present themselves. As a matter of fact, large numbers of people take what work they can get. In planning your vocational future you should carefully consider your natural aptitudes and abilities. If you know of something on which you hope to devote all your energies, how are you going about it to prepare yourself for meeting the demands of the

world in that chosen vocation? If you have no idea by what kind of work you expect to gain a livelihood, how can



What careers are pictured here?
Are any of them your personal
choice?

you plan to investigate the fields of occupation? Law, medicine, teaching, acting, office work, keeping a restaurant, salesmanship, writing, printing, carpentry, electrical engineering, farming, and forestry are only a very few of the many ways of earning a living. In some of them education is more necessary than preliminary experience; in others experience will teach more than theoretical education. The choice of an occupation nowadays is a wider one than ever before. There are many new fields of labor which offer the individual a chance to find the right kind of work for his particular abilities and inclinations.

Make a list of ten major fields of occupation. Which of these require skilled labor? Which require unskilled labor? Which require education? Why do right-minded individuals scorn to earn wealth in dishonest ways? What are some means of earning a living that should be avoided? Why?

The First Step. You are now in high school. You have, of course, an ambition to find for yourself some useful occupation in the world or you probably would not be a high school student. First of all you ought to consider

the advantages you have right at hand for your future choice of work. What course of study are you taking? Do you know why you selected it? If not, you should consult your teacher at once to find out whether or not you have chosen the best course of study for the career you are planning to follow. Almost every high school offers a set of required subjects and a set of elective subjects. Among the former are generally listed English, the social studies, mathematics, the sciences, and physical training. The elective group offers a wide choice and a good foundation for the future. Of course you will not be able to study everything. Do as Mother Wolf advised the Pack in Kipling's "Jungle Book": "Look well, look well." There are the foreign languages, drawing, music, the practical arts, shorthand, typewriting, bookkeeping, cooking, sewing, millinery, and the trades, such as printing or wood working, or dress making. Of course, not every high school offers all these electives.

Besides academic and vocational courses, most high schools offer opportunities for the student to take part in the affairs of the school at large. You should be getting some of this sort of practical experience in socialized citizenship. School activities teach you to work in groups, to lead, to follow, to coöperate, to be dependable, to serve your fellow citizens. The student who leaves high school without having taken any part in some activity other than textbook study and classroom recitation, has missed part of the education intended for him. A class president has, by holding this office, received some training as an executive. A school paper editor or contributor has had a taste of creative work. Club membership means coöperative experience for each individual member.

After Graduation. Ask yourself what you plan to do with your high school education. Does your chosen goal demand college training, technical training, or practical experience? There are many forms of specialized training

after high school in courses of less than four years. Individuals who plan to follow medicine, law, teaching, engineering, and the ministry must plan on college or university training. Those who wish to work in such special fields



Many character traits are either begun or are greatly strengthened and developed during the years in school. From your school experience name some traits that are likely to develop from the conduct of the boys shown in the above pictures.

as art, music, and dramatics should attend institutions specializing in these fields. Those who are looking toward the "job" type of work, such as that of machinist, telegrapher, radio operator, designer, and the like, should follow their high school career with a period of apprenticeship combined with study. For example, a girl who wishes to become a nurse may enter a hospital for a course in practical training, but she may also add to this some form of study in college or special school. Young people who plan to go into domestic service, or to become cashiers, ushers, newsboys, or messengers go to work as soon as their school work is completed. Such positions should not be looked upon as menial or un-

important. Naturally the more a person knows along his particular line, the more expert he becomes as a worker in it.

Traits of Character That Count. It is not possible to set down a list of qualifications for all lines of work. Some kinds of work demand abilities that other kinds of work

never call for. You will, therefore, keep in mind the *average* worker, no matter at what he labors.

The *ideal* worker, as well as his employer, possesses certain traits of character that count toward success in earning his living. The employer should possess the character fundamentals which he expects to find in the employee. Usually we think of the ideal worker as :

healthy	patient
honest	cheerful
industrious	having common sense and good
courageous	judgment
coöperative	having initiative
aware of the value of experience	dependable
able to manage himself	having skill for the task at hand
having respect for work	neat
having self-respect	punctual
ambitious	courteous
	thrifty

The following ten rules of success were written by Otto H. Kahn, a successful business man who died in 1934. Comment on each of them as traits of character that count. Can you improve the list by adding others?

TEN RULES OF SUCCESS

1. Eliminate from your vocabulary the word perfunctory.
2. Think. Exercise your brains as you do your muscles.
3. The most serviceable of all assets is reputation.
4. Use your imagination.
5. Know how to bide your time.
6. Be neighborly, be a good sport. Remember you can't lift yourself by downing others.
7. Work hard. It won't hurt you.
8. Take an active interest in public affairs.
9. Meet your fellow man frankly and fairly.
10. If you are successful be patient, courteous, and conciliatory.

The Self-Test. How do your personal traits of character correspond with those noted above? How are you going to know in what field of labor you belong? You can study

yourself to find out. What appeals to you? Have you tried yourself out in various kinds of work? You may think you would like to become an aviator. Have you read widely the technical literature in that field? Have you made airplane models? Have you followed the careers of aviators? You may think you would like to become a nurse or a draftsman. Have you seized every opportunity to experiment with your abilities along these lines? Perhaps by experimenting with your leisure hours you can discover through following a hobby, or through reading, about some kind of activity that makes a strong appeal to you. At least you can try. You owe this much to yourself. No matter where you may find yourself fifteen to twenty-five years hence, you will want your working days to be happy as well as prosperous. Carlyle once wrote: "Blessed is he who has found his work; let him ask no other blessedness. He has a work, a life-purpose. Labor is life." Above all try not to drift into an occupation. You have plenty of time and plenty of ways for finding out the pros and cons of the various occupations. One way is to make inquiry of those who are already engaged in the types of work which seem attractive to you. Observe, also, the types of workers laboring in the various fields of endeavor. They are generally pretty good indicators of the desirability of the work they follow. There is no question but that the kind of people you are thrown with in choosing an occupation is an important item. Perhaps you could find opportunity to actually visit a plant or a factory engaged in the sort of industry in which you feel interested. Then you could see for yourself many details which might influence your decision. Give yourself a good self-test and time in which to weigh all sides of the problem of what shall be the labor to which you expect to devote a lifetime of activities.

Considering the Job. When you are measuring for yourself the various prospects in occupations, ask these

questions about them: 1. Does the kind of work appeal to me? 2. Am I fitted physically and mentally to undertake the demands it will make upon me? 3. How many years of preparation does it require? 4. Am I prepared to spend the required time and cost in preparation? 5. Does the work mean temporary or regular employment? 6. Does it offer chances for advancement? 7. Does the pay it offers meet my idea of an opportunity to establish for myself a good standard of living? 8. Is it the type of work in which I shall have pride as a worker? 9. Is it subjected to any serious occupational diseases? 10. Are the people engaged in this occupation the type of people with whom I care to associate?

Going after the Job. The securing of employment frequently depends on the applicant's ability to "sell" his qualifications for the position. The effect of personality carries great weight in the personal interview. Letters of recommendation do not count for a great deal if first impressions are contrary to what the written words say. Depend upon yourself, but do not overrate yourself. Determination and perseverance are good traits to combine with mental alertness and adaptability. Make yourself attractive and interesting. Your personality is expressed by your dress and your manner. Poise and good posture add dignity to your request to be considered as a prospective worker. Be courteous, but not spiritless; enthusiastic, but not



Depend upon yourself when being interviewed,
but do not overrate yourself.

absurd. Be prepared with the greatest of all assets — the ability to tell the truth. If you expect to be believed, be sincere. Do not regard superficially the burden of routine. Be willing to fill out as many application blanks as necessary. Do not wear out your “interview-welcome,” that is, do not stay too long, or talk too much. In order to “stand out from the crowd” be natural; do not pose, and do not resort to artificial attractions, such as cosmetics, if you are a girl, or flashy attire whether you are girl or boy. Individuality and personality are at their best unadorned and unaffected. Leave your interview with a brief word of thanks for the time that has been granted you.

The Value of Work. Work does more for the individual than provide him with a means of acquiring food, shelter, clothing, and wealth. All right-minded individuals find satisfaction in observing the results of their labor, especially if it is exceptionally well done. The successful worker experiences a feeling of security. He can say to himself, “I am needed in my field of industry.” This is especially true among occupations requiring skill, intelligence, and education. Therefore, be ambitious to increase your power as a worker. Picture yourself as a future success, though one does not get very far by imagination that is not accompanied by effort. When you *realize* your imagined ambitions you get a real thrill out of life. A worker who does more than merely exist from day to day serves his fellow men as well as himself. Work has a steadying influence. It is the idler who finds mischief amusing. The worker can feel just pride in himself and his work.

• Name half a dozen men who have been outstanding because of their willingness to work. Mention several men who have been of great aid to society as a whole. When do you feel happiest about your assigned school work? When are you really the proudest of the part you take in your home life? Have you ever won a prize? For what achievement? What was it about receiving the prize that pleased you?

The Vocational Telescope: Seven Views. Everywhere we see the results of labor. We are so accustomed to the conveniences placed at our disposal that we seldom pause to consider those who have made them possible. Our raised standards of living and our increased hours of leisure are due largely to the improved methods of performing our labor.

Is it possible for a person to develop the qualities of character expected of the ideal worker? Is it possible for a person to be happy who deliberately selects an occupation from which he knows he can draw only a limited amount of pay? Name some occupations of this type.

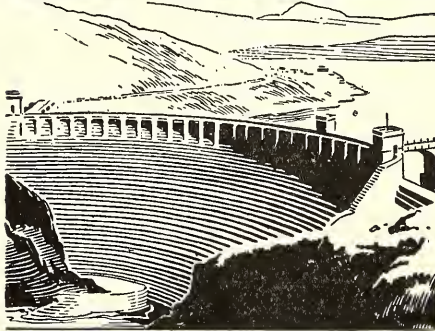
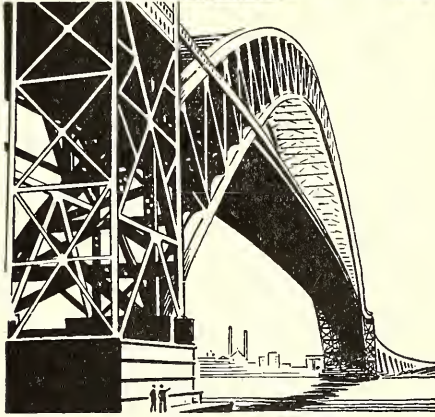
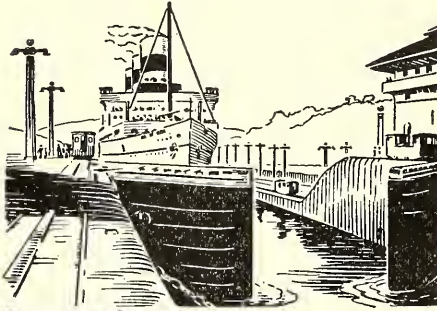
The following poem by Henry Van Dyke expresses admirably the spirit of work.

Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
"This is my work; my blessing, not my doom;
Of all who live, I am the one by whom
This work can best be done in the right way."

You may find it helpful to examine a few occupations through an imaginary industrial telescope.

1. *Inventors and Engineers.* In Chapter XV you read how next-door neighbors and world-wide neighbors have been brought into closer contact by improved means of communication. Instead of running down the street to tell your friend something of importance, you merely step to the telephone. If your neighbor moves to California or to Paris, the same instrument spans the distance between you. The engineer and inventor have made this possible. They are associated with an industry that works such miracles. Their ability to reach everywhere, above,

across, and under the earth seems unlimited. Each new engineering feat means progress for mankind. Engineers and inventors and their staffs of workers have reason to feel proud of the part they play in the progress of mankind.



The achievements of modern engineers are generally along the line of structural projects. The first picture shows the Panama Canal. What famous engineer worked on it? The second picture, of a bridge, shows how picturesque a practical art can be made. The third picture is that of an irrigation dam. In what sense can that be called an engineering feat?

2. *Doctors and Nurses.* Of all the services most needed in society medical aid probably makes the strongest appeal. The doctor has great resources to render skillful service, because medical science has placed at his disposal much efficient apparatus and technical information. The nurse, too, is better trained to assist the hospital, the doctor, the school, the public clinic, and the business world.

3. *The Office Clerk.* Here is a type of occupation open to both men and women. The number of persons seeking office work has increased, and the qualifications demanded of them have been raised. The employer generally expects that his office help have a certain amount of education as well as a degree of intelligence. He frequently asks that the filing clerk and stenographers have a high school education in addition to the special training for their respective duties. Then, too,



Many workers fail because they are not careful to find a line of work for which they are best fitted. This picture shows an employee in the Weather Bureau. Name some qualifications that this employee should possess.

employers are investigating the health and character records of prospective candidates seeking office positions.

4. *The Store Clerk.* Another occupation engaging thousands of persons is that of clerking in stores. Opportunities for advancement in this line of work are rather limited. Generally speaking, a clerk that has a background of education is more acceptable than one who has to rely chiefly on experience. There are occasions when a store clerk meets unexpected opportunities for advancement that require a certain amount of technical training. A pleasing personality is a decided asset. Some store clerks take evening courses in salesmanship and thus increase their chances for advancement. Pay by the week is the usual form of remuneration for this work, although in some stores commissions are credited to the clerk on the volume of his sales.

5. *The Factory Worker.* Thousands of boys and girls in our nation work in factories as soon as they have reached the "working age." Although this type of labor has its decided disadvantages, it is not entirely without advantages. The pay generally is very small, the conditions under which the worker labors are not always desirable, and the chance for advancement more of an exception than the rule. In fact a great many factory workers become discouraged because they discover themselves in "blind alley" jobs. But work of this sort need not be considered permanent. If the worker is ambitious, conscientious, and capable he may advance *through the factory*, learning the business from the "ground up," as they say, and making his knowledge, experience, and accumulated skill count in his favor. It is a rare, but not unknown, fact that there have been factory workers who have risen from the lowest beginnings to factory owners. Vocational courses in our schools are valuable for factory workers, for they provide a kind of apprenticeship training.

6. *The Farmer.* Those who gain a living from the earth need brain and brawn. You should be fond of the out-of-doors and of country occupations, if you are considering any of the many forms of agriculture. You should like physical as well as mental labor. You should have some knowledge of plants and animals, and, nowadays, you should be a handy man with tools and understand the various kinds of farm machinery. For those who feel an honest attachment for the soil, farming offers quietude "far from the madding crowds," but by no means free from long, hard hours of labor.

7. *The Government Employee.* You may secure a position with the government either by election, appointment, or civil service examination. The United States Post Office employs over 300,000 workers at the present time. A post-man or a policeman is a government employee.

The Successful Worker. The choice of an occupation is very important. Many people have become discouraged and disappointed because of failure to make a wise choice of a life career. It is by no means possible or desirable for every one in the world to become rich. Often wealth is accompanied by as much unhappiness as is poverty. It is far better to be happily at work and to love one's work. Select your work according to your outstanding abilities. If you are mechanically inclined, do not seek occupation among the fine arts or in an office. You want to be a success. Then, if you possibly can do so, deliberately choose your occupation. Many people just "happen" into a line of work, or experience the sad result of being in a "blind alley" job that permits no advancement. It is true, also, that any line of labor, no matter how humble, has greater all-round value if the laborer is anxious to learn all he can about the task at hand. Elbert Hubbard states it in this manner: "If a man writes a better book, preaches a better sermon, or makes a better mousetrap than his neighbor, though he build his house in the woods, the world will make a beaten path to his door."

Volumes could be written about the qualifications of ideal workers. A few simple suggestions may prove very helpful to those in doubt. 1. Have self-respect for your thoughts and appearance. Have self-confidence in your ability to accomplish your ideals in life. 2. Be courageous. Having decided upon the type of work you want, don't give up until you are located in it, even if necessity demands that you accept a temporary job in another line. 3. Be willing to work. Spend less than you earn. Merit the admiration of those who employ you. Success will be the outcome of your efforts if you can prove yourself an honest, earnest, willing, exceptional worker. The history of labor is filled with careers that have triumphed through courage and patience. When you feel the keen pressure of competition,

or the limitations of circumstances, or the disadvantage of inexperience, keep your mind's eye on the goal you have set for yourself, and *don't give up*. Think of Abraham Lincoln and hundreds of others, who, like him, succeeded despite all obstacles.



ANSWER BRIEFLY

1. Upon what should a person's choice of occupation depend?
2. What opportunities are offered in your high school for getting experience and knowledge which may serve as training for the future?
3. What are some traits of character that are prominent in the ideal worker?
4. How can you test yourself to determine personal traits of character?
5. Of what value is work to the individual? To the community?
6. Name five fields of vocational activity. In each case name a few demands upon the individual who labors in that field.

FOR YOUR NOTEBOOK-WORKBOOK

The Vocabulary:

labor	"blind alley" job
occupation	specialization
job	trade
profession	vocation
position	avocation
efficiency	"white-collared" jobs
wealth	perfunctory
compensation	competition
salary	factory
piece work	Jack of all trades

Suggestion I. Make a list of the types of work that have been followed by the members of your family. Ask your parents to assist you in the preparation of this list. See how far back in generations you can take this list.

Suggestion II.

1. Send to the Bureau of Economic Research (address: Washington, D. C.) for a list of their pamphlet circulars. Perhaps there will be some

listed which you might like to read and paste in your Civics Notebook. There is a small charge (generally five cents) for these bulletins. They contain very informative, interesting graphs.

The following paragraph is quoted from a government bulletin on *Child Labor*, published in 1934.

“Non-factory jobs for children of 14 and 15 in some instances may be safer than factory work, but usually they offer little more in the way of advancement and training. Among these children are about 7500 holding laborers’ jobs in stores, office buildings, apartment houses, coal yards, warehouses, garages, and in connection with both steam and electric railroads; 34,000 are domestic servants, mostly in private homes, the majority of these being girls; 12,600 are street traders; almost 10,000 work as telegraph messengers and delivery boys. Among the least undesirable positions held by children under 16 may be classed store work and clerical work. Even if children are physically unscathed by going to work at an early age, they are missing the chance to obtain the education and training which might qualify them for better jobs later in life.”

What observations of your own can you make on the paragraph?

2. Visit some local industry, such as a manufacturing plant, a telephone exchange, or a farm. Gather statistics on this enterprise from three points of view: (1) what it produces, (2) the market it supplies, (3) the labor it employs. Write an account of your visit in your notebook.

Suggestion III. In your notebook, make a table similar to the pattern below. List in the first column, and complete in the second and third, as many of these occupations as you can: doctor, lawyer, preacher, teacher, merchant, manufacturer, farmer, fruit grower, forester, lumberman, miner, butcher, builder, architect, baker, designer, engineer, carpenter, machinist, dressmaker, cook, ironworker, electrician, weaver, shipper, storekeeper, banker, salesman, stenographer, telephone operator, filing clerk, entertainer, musician, artist, government employee, dentist, pharmacist, nurse, and social-service worker.

THE VOCATIONAL TELESCOPE

OCCUPATION	TWO ADVANTAGES	TWO DISADVANTAGES
1. doctor	a. b.	a. b.
2.	a. b.	a. b.

Suggestion IV. In your Civics Notebook write the account of an interview with your father. Ask your father why he chose the work he is now doing; how he got his start in the industrial world; how much of an education he thinks a young person should have; what advice he would give a new comer in the business world; how much he values experience; which is more important, fame or success. Add other questions of your own.

Suggestion V. Make a table of four columns. Head the first *occupations*, the second, *suitable for men*, the third *suitable for women*, and the fourth, *suitable for both men or women*. List the occupations, given under the bulletin board assignment below, in the proper columns of this table. Plan a second table of three columns, for your notebook. Head the first, *industrial service*, the second, *social service*, the third, *personal service*. List ten occupations in each of the three columns.

Suggestion VI. Complete the following table in your notebook:

SUCCESSFUL MEN AND WOMEN	LIFE WORK
1. Horace Mann	1.
2. Booker T. Washington	2.
3. George Goethals	3.
4. Florence Nightingale	4.
5. Clara Barton	5.
6. Otto H. Kahn	6.
7. Marshall Field	7.
8. John Wanamaker	8.
9. J. Ogden Armour	9.
10. Cyrus McCormick	10.
11. Andrew Carnegie	11.
12. Frank W. Woolworth	12.
13. George Westinghouse	13.
14. Henry Ford	14.
15. John Burroughs	15.

FOR YOUR BULLETIN BOARD

This chapter permits an excellent opportunity to display the local industries available for prospective workers in your community. Post this list of occupations on your bulletin board. Discuss the opportunities on the list to be found within the boundaries of your home town.

- | | | |
|---------------|----------------|------------|
| 1. Actors | 4. Artists | 7. Bakers |
| 2. Agents | 5. Authors | 8. Bankers |
| 3. Architects | 6. Baggage-men | 9. Barbers |

10. Blacksmiths	30. Gardeners	50. Plasterers
11. Boiler-makers	31. Housekeepers	51. Plumbers
12. Bookkeepers	32. Janitors	52. Poultry men
13. Brakemen	33. Jewelers	53. Retail dealers
14. Brokers	34. Laborers	54. Sailors
15. Cabinetmakers	35. Machinists	55. Salesmen (stores)
16. Carpenters	36. Managers	56. Servants
17. Chauffeurs	37. Manufacturers	57. Stenographers
18. Clergymen	38. Masons	58. Stock-feeders
19. Cooks	39. Metal-molders	59. Stock-raisers
20. Dairy farmers	40. Millers	60. Tailors
21. Dentists	41. Mining	61. Teachers
22. Dressmakers	42. Motormen	62. Telegraph-operators
23. Electricians	43. Musicians	63. Telephone-operators
24. Engineers (Mechanical)	44. Nurses	64. Upholsterers
25. Engineers (Civil)	45. Painters and glaziers	65. Waiters
26. Engravers	46. Paper-hangers	66. Washerwomen
27. Farmers	47. Pattern makers	67. Watchmen
28. Fishermen	48. Physicians	68. Wholesale dealers
29. Foresters	49. Piano-tuners	

FOR DISCUSSION

All high school girls should be trained for the vocation of home-making.
Every boy should learn more than one skill.

Parents should not try to control their children in the selection of their life's work.

No person should be allowed to work before reaching the age of eighteen.
An unskilled laborer has no need of an education.

Rich men work.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. Charles is sixteen. His mother and father need the money the boy can earn in order to meet the payments on their home. Charles works after school and earns a little extra, but not very much. He is not doing very well in his lessons and dislikes school. His aim in life is to earn some spending money for himself. He wants to be a machinist.

Under what circumstances should Charles be allowed to take out his working papers and leave school? Is the school doing all it should for the boy? Is he likely some day to wish he had a high school diploma?

Case II. Advertising, known as silent salesmanship, has been called an economic waste of human time and money.

Do you agree?

Case III. An eminent economist has set down these principles of conduct for the individual:

1. Work hard.
2. Be neither a spendthrift nor a miser.
3. Respect your earnings, don't waste them.
4. Look upon money as a means to an end.
5. Keep exact account of all money you receive.
6. Acquire an ability to figure quickly and accurately.
7. Live economically.
8. Keep an exact account of all money you spend.
9. Learn ways of making money earn money.
10. Be charitable.

Which of these habits have you formed?

Case IV. Mr. A. was indifferent about saving. He never saved out of his earnings enough to provide for his old age. But he never suffered because of this. He was beloved by all who knew him. When he had money, he gave it freely to people in need. When he was in need, they took care of him.

Mr. B. was a miser. He saved most of his earnings. He was hated by those who knew him. It was his lifelong habit to skimp and deprive others as well as himself of all luxuries — even necessities. He came to the end of his days friendless. He had become very wealthy, but he had developed such a strong habit of saving that he merely allowed his wealth to accumulate.

Do you want to be like either of these two men? State your reasons.

Case V. A certain high school student was given a weekly allowance by his parents. He received this allowance for almost four years. Each year it was slightly increased. Every week the boy spent the entire allowance for candy, sodas, cake, the movies, and in purchasing cheap magazines. His parents tried every way they knew of to teach him to save some of his money.

Inasmuch as the student never learned to budget his allowance, don't you think his parents should have restricted his spending money and managed it themselves? What is the best way to teach a young person the value of saving?

Case VI. Robert is a wage earner. He wants to earn enough money to pay his way through college. He sells newspapers after school and manages to save a small portion of his earnings each week.

Is there any way he can invest his money so that it may be helping him accumulate the capital he needs? Is Robert foolish for having an ambition to go to college?

Case VII. In Colonial times an old saying was often quoted that "a housewife throws away more by the teaspoon than her husband earns by the spade."

What was meant by that expression? Should it be more true or less true now than it was then? Why?

WRITTEN WORK

Suggestion I. Personify your desk. Write the autobiography of your desk as an evidence of the craftsmanship of one or many workers. You may substitute any other more appealing article here, such as a pencil, tablet, knife, or shoes.

Suggestion II. Write a letter of application for work to an imaginary employer. State specifically your qualifications for the position you seek.

Suggestion III. Write out a brief historical account of each of the following inventions:

Telegraph, telephone, harvester, cable, wireless, radio, phonograph, sewing machine, grain elevator, power loom, passenger elevator, electric lights, flying machine, and gasoline engine.

Suggestion IV. If you have read "Silas Marner," write a description of his character. What changed his attitude toward values in life?

READING FOR RECREATION

Subject	Author	Title of Book
Agriculture	Elinor Atkinson	Johnny Appleseed
Business	Edna Ferber	Roast Beef Medium
Engineering	Rex Beach	The Iron Trail
Forestry	S. W. Bassett	The Story of Lumber
School	Christian Gauss	Through College on Nothing a Year
Journalism	Richard H. Davis	Gallagher
Law	Arthur Train	Tutt and Mr. Tutt
Medicine	Arnold Mulder	The Sand Doctor
Ministry	Ralph Connor	The Sky Pilot
Teaching	George Madden Martin	Emmy Lou

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6. HOERLE, H. C. AND SALTZBERG, F. H., *The Girl and the Job.*
7. ILES, G., *Leading American Inventions.*
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10. LEUCK, M. S., *Fields of Work for Women.*
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12. MILLER, M. L., *Out-Door Work.*
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1. BEARD, C. A., *Whither Mankind.*
2. BENT, S., *Machine-made Man.*
3. CALDWELL, O. W. AND SLOSSON, E. E., *Science Remaking the World.*
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5. FAIRCHILD, H. P., *The Foundation of Social Life.*
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8. HILL, H. C., *Readings in Vocational Life.*
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CHAPTER XVIII

Our Business World

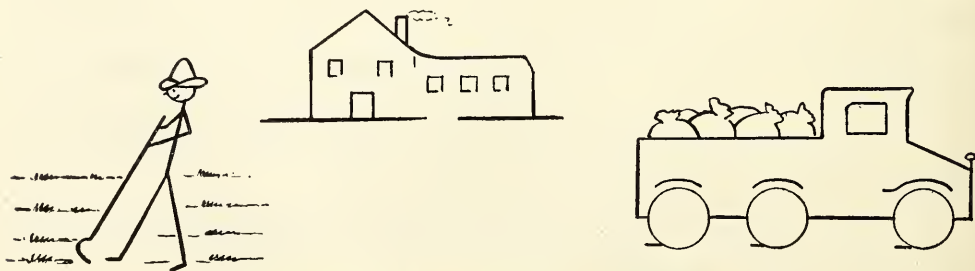


The Chapter Message

1. *Over forty-eight millions of people are gainfully employed in the United States.*
2. *The wealth of our nation is estimated to be about \$320,000,000,000.*
3. *Most workers produce for the open market and not for their individual needs.*
4. *Generally speaking, the individual is permitted wide freedom in choosing an occupation.*
5. *The hope of making a profit is an incentive to entering the business world.*
6. *Many people work chiefly because they have a desire to own property.*
7. *Property may be privately or publicly owned.*
8. *Business dealings are based upon contracts or agreements which are either written or oral.*
9. *Free competition has been a cardinal principle of business procedure.*
10. *The laissez-faire theory is being replaced by a more vigorous program for government regulation of business.*
11. *Our business structure can be called a capitalistic system based upon free private enterprise.*

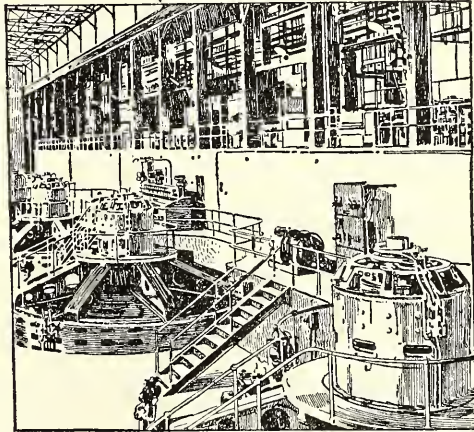
Workers and Nonworkers. Work occupies much of the attention and time of people for most of their lives. Our census-takers tell us that over forty-eight millions of our approximately one hundred twenty-three million people "go to work." Ten millions of these workers are females. In each group of ten individuals, on the average four work and support all ten. Nearly all who do not go to work are at home or at school, the remainder being those who are ill, aged, unfortunate, or vagrant. This proportion of four workers out of each ten persons in the population, to be sure, is not so great in times of financial depression. One of the biggest problems of our social order is to provide the breadwinners with an opportunity to work.

Kinds of Employment. How are these millions of workers employed? Again our census-takers tell us that nearly twelve millions, or a quarter of those at work, get from the earth the food, timber, minerals, and other materials people must have. Farming, cattle raising, fishing, mining, and forestry are among the varied activities of these workers. Nearly all the products that these workers collect from the earth must be made over into forms we can use: we want flat boards from round logs, thin wire from lumps of copper, solid butter from liquid milk. Rarely does nature give us things that we can use without being worked over first. This process of *manufacturing* keeps fourteen million people busy. Another six millions place the finished goods in their warehouses, stores, and shops where customers can buy them in such



The farmer is a producer of great importance.

quantities and at such times as they wish. Of course, to carry them from farm and mine to factory, and from factory to store requires transportation. About four million people are responsible for sending goods, persons, and messages to their destination. The total, then, in industry, transportation, and trade is about twenty-four millions, or half of all workers. These various enterprises need clerical help of all kinds, and four million people supply that service. Since another nine million workers supply other needs like government service or professions such as engineering and law, and our non-professional occupations such as barbering, running restaurants and so on, the total number of these two groups make up another quarter of all who work. One very small group remains — those who deal in money and credit, the bankers and brokers. They number only about one hundred thousand, a number too small to affect the proportions worked out above. It may be said then, that half our forty-eight million workers are busy manufacturing, transporting, and storing goods; one quarter are engaged in getting the raw material out of the earth; and the remaining quarter in furnishing the multitude of services people require.



The colonial housewife spent many hours preparing candles. What are some of the many conveniences made possible by the electric power plant shown in the second picture? What is meant by "candle power" in measuring the intensity of light?

Can you illustrate any of these facts by a drawing or a graph? Make a table showing in which groups of wage earners the families represented in your class belong.

Wealth Produced. What is the output of all this work? It is called *wealth*. Our forty-eight million workers have produced wealth estimated at about 140 billions of dollars. Suppose a stranger from another planet dropped in on Uncle Sam and said, "I am interested in your country as a going concern, and I'd like to buy it and run it myself. How much do you want for it?" You can imagine Uncle Sam figuring up our wealth. Here are the principal items he would include :

Land — not produced by man, but a gift of nature; and buildings	Worth about \$174,000,000,000
Live stock	Worth about \$ 6,000,000,000
Railways, steamship lines, telephone and radio, automobiles, and all other vehicles and lines of transportation and communication	Worth about \$ 40,000,000,000
Tools and machinery of all kinds	Worth about \$ 20,000,000,000
Goods in our storage plants, stores, shops, and homes (whether made here or imported)	Worth about \$ 80,000,000,000

¹Total about \$320,000,000,000

There are some interesting facts about this table. It gives our national wealth without mentioning money! Among the \$80,000,000,000 of "goods" are about \$6,000,000,000 or \$7,000,000,000 of gold and silver used as the basis of our system of money. It is a small item in our total wealth. You see, too, that these goods amount to about a quarter of our total wealth. They are the things that supply the wants of the American people: clothing, food, homes, conveniences and comforts such as plumbing and furniture, amusements, refinements like books and pictures, and so forth. They are the real income of our nation. The \$60,000,000,000 of tools,

¹These are the latest government statistics available. They are for the year 1922. The National Industrial Conference Board makes the estimate of \$247,300,000 for 1932. Their estimate for 1923 was \$340^b, for 1929, \$361.8^b.

machinery, railways, vehicles, and so on, make up that part of wealth which is devoted to increasing the ease, rapidity, variety, and amount of products turned out for the use of the people. This item amounts to one fifth of the total, a proportion enormously greater than in any age of the past. Between one half and three fifths of our wealth is real property — lands and buildings — and the live stock kept on it. So large a proportion is a reminder that this form of wealth has been the principal one since civilization arose.

Producing for the Market. A stranger to our planet would notice that many workers spend their days making things they do not want for themselves, hoping to sell them in exchange for things they do want. There was a time when workers spent their days making the things their own families needed. You remember how the members of our pioneer families worked together to supply their wants. Neighbors were few and scattered, and stores were far away. Families had to be self-sustaining, for they could do little buying and selling. Through all the ages until about a hundred years ago, most families have had to make for themselves most of the things they needed, buying and selling being of secondary importance. Whenever masses of people lived close together, buying and selling increased. People find it advantageous to specialize in the things they can make most easily and best, relying upon others to make other necessary things. Then goods can be exchanged so that each person can have a greater variety of goods than if each had to provide directly for all his needs by his own work. The greatest spur to such specialization of labor was the Industrial Revolution. It accounts largely for the fact that workers produce for the open market and not directly for their own needs. Satisfying our needs indirectly by producing for the market is one earmark of our business world.

Can you mention any forms of gaining a livelihood that are not "productive" — that do not produce wealth?

Business Freedom. The stranger might expect to find that we have planned carefully our complicated marketing system. He might want to study both the management that directs the process and the organization that controls output and distribution. But he would find that our business world has no head and is guided by no plan. We work under an unsystematized form of business freedom.

People are really not free to choose *any* occupation. Business conditions may sentence some people to walk the streets searching for work that cannot be found, or may compel them to take a kind of work distasteful to them, or may force them to work in places for hours and pay that lessen their vitality and decrease their industrial efficiency. At this point in our study the thing for us to observe is that freedom in choosing an occupation is a theoretical principle of our business life, even though it often is restricted.

Freedom is an unusual thing. The state has its head, the form of government is prescribed, and how the state shall be run is written out in constitution and legislative acts. In school and often in church, as in the state, the organized activities of members usually follow definitely prescribed lines. In the institutions that we find in business there is a lack of central leadership and plan: and in them freedom is restricted to a greater degree in the world of work. While President Roosevelt's "New Deal" has sought to lessen the anarchy of modern business it is nevertheless still true that as workers our people are permitted a freedom of individual action greater than in most other spheres of life. Freedom is a second earmark of our business world. Do you think there is as much "freedom" in business now as there was in your grandfathers' day? Give reasons for your answer.

Business Profits. The stranger to our planet must expect to find confusion in our markets because each of us is free to work at any occupation he prefers, making as much goods as he may care to produce, and asking for his wares any prices

he thinks he can get in any market he selects. The natural result of this hit-and-miss type of production is to find in some places a shortage of goods offered for sale, while in others too much ; and everywhere no uniformity in the prices demanded. One might ask what is to prevent the dairymen in the Manhattan metropolitan area from shipping all their milk to the millions of people in New York City, while the children in the small towns near by suffer from a shortage of milk. To this the answer is that the expectation of making a profit controls the distribution of goods fairly well. In a very few days the dairyman will find out where his milk is most needed and will bring the best price. The free movement of goods to market, the demand for them there, and the chance to make a profit in this market or that, result in an equilibrium or balance ; at any given time enough goods tends to be in the stores and shops to supply the people's needs at a price satisfactory enough to both seller and buyer. The hope of making profit spurs the business man. Private profit is a third earmark of our business world.

Private Property. Bound up with profits is our system of private ownership of property. Each one, as the law permits, may own any land, forest, mine, building, ship, railway, vehicle, factory, power plant, store, or stock of goods that he can acquire. Such private property he may use, sell, rent out, bequeath, or otherwise deal with as the law allows. The desire to own property makes many people work. It is not the only incentive, but it is an ever-present one. Individuals often remark, "Some day when I get rich !" Being rich means to own private property. Not all the property in the country is privately owned. The state *probably* owns some of every kind of property. The amount of publicly owned property is increasing. Private ownership of property is much more common than public ownership of property. Among savages there is very little private property, although the idea of private ownership began among them. Most people have



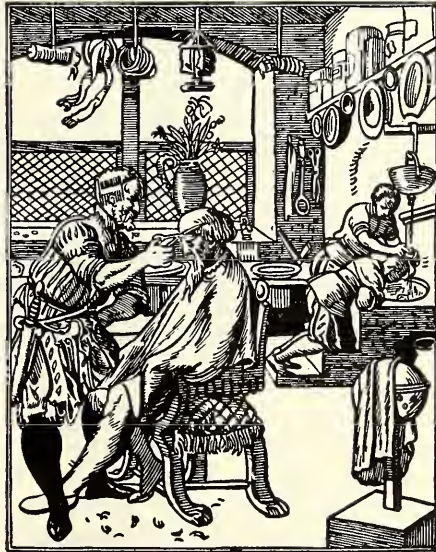
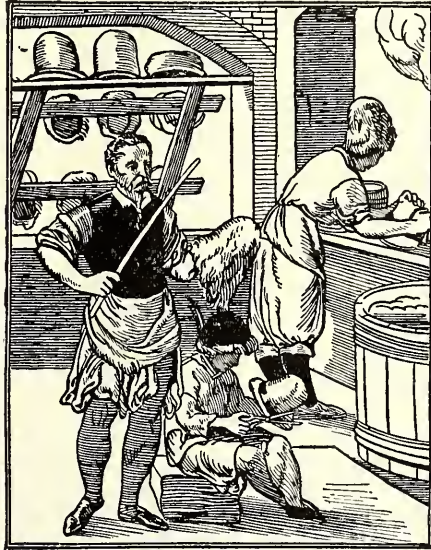
This is a privately owned factory. Does it represent the desire to own property or the desire to be rich, or both? How is such a factory concerned with consumption? With production?

never owned much property. The great proportion of property is owned by the few. In ancient and medieval times the nobles, clergy, and city business people owned most of the property. In our day most of the property belongs to the people engaged in business. It is said that in this country forty per cent of our wealth belongs to about two per cent of our population. Most of us never have much property. But private ownership is one of the most important earmarks of our business world.

Contracts. In our freedom to buy and sell anything we want, what is the guarantee for honest treatment? Business dealings are based on contracts or agreements which may be enforced by law. Many such contracts are written, but most of them are oral. When you ride on a trolley car, you and the company enter into a contract. You agree to pay your

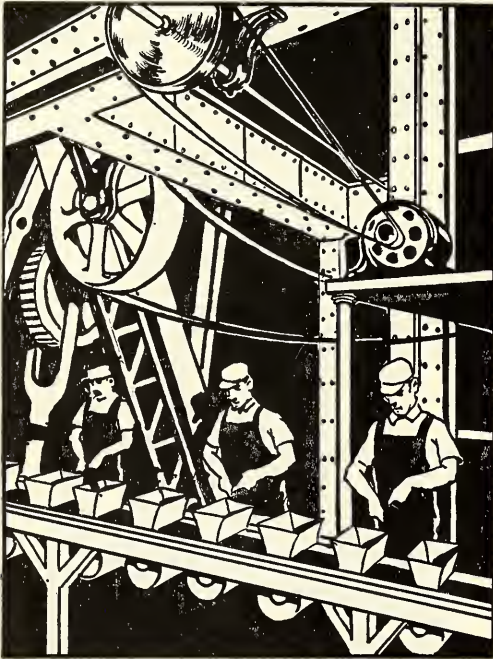
fare and behave in an orderly fashion ; the company agrees to carry you safely to your destination. If you are disorderly, the conductor may put you off ; if the car has an accident and you are harmed, you may sue for damages. Formal contracts, drawn up by lawyers and signed by the parties to the transaction, usually are made to cover more complicated and expensive activities, such as insuring an automobile, building a house, or undertaking an advertising campaign for some company. Contracts are a fifth earmark of our business world.

Laissez-Faire. Although the courts stand ready to enforce contracts, to compel people to meet the business engagements they enter into, nevertheless our laws usually are designed to interfere with business as little as possible. The business man likes to believe that government is best when it governs least. He does not like others to interfere with his business transactions. This is the *laissez-faire* idea, from the French verb meaning to let alone. In the days of Shakespeare a business man was not "let alone." He could not open up a business unless he was a member of a business



These pictures show guild workers of the Middle Ages. What were the medieval guilds? Contrast the equipment shown in these pictures with that shown in the picture on p. 326. In what sense is the second picture a portrayal of the pre-machine era? What changes have been introduced into this line of work in modern times?

man's organization called a *guild*. This guild had regulations which prescribed hours of work, number of employees, wages, methods of making goods, and prices. A hatter in Paris was jailed because he mixed silk with wool, since his guild prescribed nothing but wool for hats. There were many good reasons why guilds developed the regulations they did in the Middle Ages. The geographical discoveries before and after Columbus's time, the Industrial Revolution, and world-wide



Note the difference the machine age has had upon labor, since the guild system. In what sense is machinery a form of capital? How does machine manufacturing affect competition? How may machinery like this be owned by many capitalists?

trade so changed business conditions that the rules that were satisfactory when business was small, strangled business when it expanded. Nowadays, so great is our specialization in business and so dependent is every one upon others, that *laissez-faire* is shrinking before a desire for regulation by government and by business itself. *Laissez-faire*, however, is so widely accepted that it may be counted as the sixth earmark of our business world.

Competition. Part of the *laissez-faire* idea, as it developed, was the idea of free competition. As a Frenchman suggested in George

Washington's day, if buyers may buy freely where they can get the best goods cheapest, while sellers may sell freely where they can get the highest prices, the competition between buyers for goods and between sellers for customers will be for the benefit of all. Competition will tend to bring prices down and to improve the quality of goods. Thus

business efficiency will be strengthened. This idea of free competition, although criticized in its practical workings more and more, is still important. Business may seek by monopoly to escape the harshness of competition. Competition may be wasteful, as when we have three milk dealers or three grocers serving families in one city block. But we feel much safer as consumers, if there is competition, and not monopoly in business. Free competition in business has been guaranteed by law, and it is the seventh earmark of our business world.

Capitalism. Just as the guild system is the name for medieval business, capitalism is the name for our business system today. Men since the most ancient times have been tool users. Their bodily strength and agility were helped by tools in the performance of work. Tools are called capital. The Industrial Revolution was principally a revolution relating to capital. Instead of human muscle to work tools, the revolution introduced steam and other powers of nature to do the work. Machines were added to hand tools. A new kind of capital came into wide use. It was so useful and it developed so rapidly that machinery of all kinds — capital goods — distinguishes our age from all others in history. Under our system of private ownership capital has come to be owned by private persons. Most individuals, however, own little or no capital; that is, buildings and machinery, transportation lines, and the like, except as stockholders in corporations. The owners of capital are mainly the business men who manage and direct the industries using it. They follow no common plan and have no common leadership in their use of capital. Each goes his own way, freely competing with others, seeking his own profit, making as large quantities of goods as he sees fit, searching for markets, and attending to his own business. Profits act as the governor on the business machine. This capitalistic system is an eighth earmark of our business world, and it really includes within

itself all the other earmarks. Our business world can be called a capitalistic system based upon free, private enterprise.

Summary. Our world of business uses daily the time and energy of forty per cent of our population. Half of these workers are making goods, hauling them from place to place, and trading them. The other half provide the raw materials and the innumerable services needed by all. Our world of business has definite features, some very old and some recent. It is described as a capitalistic system or a system of free, private enterprise. The goal toward which we direct our business activity is the satisfaction of our wants. Profits and property are our incentive, while the team we drive is capital and labor. The road we travel is marked off by freedom, contracts, and competition.

ANSWER BRIEFLY

1. What is the proportion of people in our nation who are gainfully employed as compared with those who are not?
2. Name ten types of industries.
3. Name twenty varieties of goods produced.
4. What is wealth?
5. What is demand? Supply? Capital? Labor?
6. What is the difference between privately-owned and publicly-owned property?
7. To what extent is freedom permitted the individual as an employer in the field of labor? As an employee?
8. What is a contract? Give an illustration of a circumstance in which a contract is written. Give an illustration of an oral contract.
9. What is the laissez-faire theory when applied to industry by government?
10. Explain competition.

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

gainfully employed	raw materials	"New Deal"
goods	monopoly	profit
idle	market	contract
professional occupation	management	laissez-faire
non-professional occupation	distribution	

Suggestion I.

1. Name two different kinds of markets in the business world.
2. Name three kinds of property now largely or entirely public property in this country which were private property a century or two ago.
3. Name three kinds of property now privately owned, which some people believe should be publicly owned.
4. Write your reactions to the following statement: "The invention of machinery can be looked upon as a misfortune inasmuch as it deprives workmen of their employment."
5. What are the chief factors in determining the productivity of farm land?

Suggestion II. Make charts showing:

- (a) Proportions of our population, male and female, working and not working.
- (b) Proportion of workers in the chief occupation groups.
- (c) National wealth of the United States.

Suggestion III. See if you can obtain a copy of a written contract. What does it require? What does it guarantee? How can it be enforced? Paste the contract in your notebook if it is yours to keep.

Suggestion IV. Complete the following table:

THE LAISSEZ-FAIRE THEORY IN BUSINESS

ARGUMENTS FOR	ARGUMENTS AGAINST
1.	1.
2.	2.
3.	3.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. A certain man has enjoyed an annual income of one million dollars for a period of twenty years. He has not worked since he reached the age of forty. He is now sixty. The money he accumulated by his own efforts added to great sums he inherited as his share in a family fortune, he invested wisely in stocks and bonds, banks, stores, and many other industrial enterprises. He has managed his fund of money-wealth so cleverly that it has brought him ample returns.

Do you think this man deserves such enormous returns from mere investment? Do you consider the management of such a large

quantity of capital a form of labor — mental labor? Do you believe there should be a law prohibiting the accumulation of such large sums of money by one individual?

Case II. Mr. X. is a capitalist. He owns a major share of the stock in his corporation. He is opposed to organized labor because he feels that the demands of labor are in conflict with the efforts of the corporation to improve the business in which they are engaged. "To pay high wages means cutting into the profits," he explains, "and less profit means hampering the scope of our industry."

Do you agree with Mr. X.? Can you imagine a situation in the field of labor when Mr. X. might be glad to meet the demands of the workers for more pay?

Case III. A dozen unemployed men were sitting on a park bench. One of them brought up the problem of men out of work. "It is machines," he explained, "that have ruined our chance as workers."

What did this man mean? Do you think, in our modern machine age, that unemployment is the result of too many machines?

Case IV. The socialist does not approve of absentee ownership; that is, of reaping profits by investing capital without spending any labor. The laissez-faire thinker, however, holds that open competition — absolute business freedom — with a minimum amount of government interference, is the only way to stimulate industry.

Which of these points of view are you inclined to favor? Why?

FOR DISCUSSION

Competition is better for the general welfare of our nation than monopoly.

The only purpose or aim any business should have is one of service to the consumer.

There is a growing tendency in our nation today toward public ownership of property.

If there were little or no division of labor in our nation, and each family had to supply its own needs directly, our civilization would decline, perhaps into barbarism.

The government should guarantee work to every one of its citizens.

It is wrong to work to become wealthy.

FOR YOUR BULLETIN BOARD

Collect from the members of the class as many pictures as possible illustrating production. From these select the most interesting for dis-

play on the bulletin board. Make an effort to obtain as wide a variety of productive enterprises as possible. For example, one picture could show production on a farm, another in a factory, a third in a city, and so on. It might be possible to obtain a series of pictures illustrating production, such as a table in the process of manufacture and transportation from the time it is a tree felled in the forest, to the moment it becomes a part of the home equipment around which the family gathers for the daily meals.

WRITTEN WORK

1. Write a theme on medieval markets and fairs. Read ample library references in preparation for this assignment.
2. Describe a travel movie in which you saw a fair in another part of the world which reminded you of the medieval fairs.

READING FOR RECREATION

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4. BYHOE, F., *David Vallery*.
5. CONWELL, R. H., *Acres of Diamonds*.
6. CURWOOD, J. O., *The River's End*.
7. DE MAUPASSANT, G., *The Necklace*.
8. HARTE, BRET, *The Luck of Roaring Camp*.
9. KIPLING, R., *Kim*.
10. MACDONALD, G., *Billy Barnicoat*.
11. OSGOOD, E. L., *A History of Industry*.
12. RICHMOND, G., *The Good Neighbor in the Modern City*.
13. TARKINGTON, BOOTH, *Alice Adams*.
14. WEIR, H. C., *Cinders*.

THE TICKET AGENT

Edmund Leamy

Like any merchant in a store,
Who sells things by the pound or score,

He deals, with scarce perfunctory glance,
Small pass-keys to the world's romance.

He takes dull money, turns, and hands
The roadways to far-distant lands.

Bright-shining rail and fenceless sea
Are partners to his wizardry.

He calls off names as if they were
Just names to cause no heart to stir.

For, listening, you'll hear him say
". . . and then to Aden and Bombay . . ."

Or ". . . 'Frisco first and then to Nome,
Across the Rocky Mountains — home . . ."

And never catch of voice to tell
He knows the lure or feels the spell.

Like any salesman in a store,
He sells but tickets — nothing more.

And, casual as any clerk,
He deals in dreams, and calls it — work!

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1. BEARD, M., *A Short History of the American Labor Movement*.
2. BEARD, C. A., *Whither Mankind*.
3. BENT, S., *Machine Made Man*.
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5. CHASE, S. P., *The Tragedy of Waste*.

6. FORMAN, S. E., *Sidelights on Our Social and Economic History.*
7. HART, A. B., *Twentieth Century United States.*
8. HAYWARD, W. R. AND JOHNSON, G. W., *The Story of Man's Work.*
9. KELSO, R. W. *The Science of Public Welfare.*
10. LYND, R. S. AND H. M., *Middletown.*
11. RANDALL, J. H., *Our Changing Civilization.*
12. RUBINOW, I. M., *Social Insurance.*
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CHAPTER XIX

The World of Workers

The Chapter Message

1. *In the production of goods workers depend upon others for materials with which to work and upon machinery.*
2. *There are five leading factors in production — land, labor, capital, the entrepreneur, and government.*
3. *Raw materials and the contributing forces of nature constitute land.*
4. *When man works over raw materials he makes what is termed goods.*
5. *Production is the process of changing the natural resources into utilities.*
6. *Human effort spent to create utilities is labor.*
7. *Today laborers specialize in the tasks they perform.*
8. *Specialization makes for wide interdependence in industry.*
9. *The management of business falls into the hands of entrepreneurs or corporations.*
10. *Marketing nowadays is done on an indirect and large scale.*
11. *Money is the measure for the exchange value of goods.*
12. *In our daily transaction of business we use money and credit as mediums of exchange.*

Producing Goods for the Market. The millions of men, women, and children constituting the population of our nation use most of the innumerable commodities made by the forty per cent who go to work. *Workers can produce nothing if they do not have materials with which to work, nor can*

they produce enough for the demands of modern civilization without the aid of machinery (tools) and other devices. Three *factors of production* are seen here which we shall study under the names of *land*, *labor*, and *capital*.

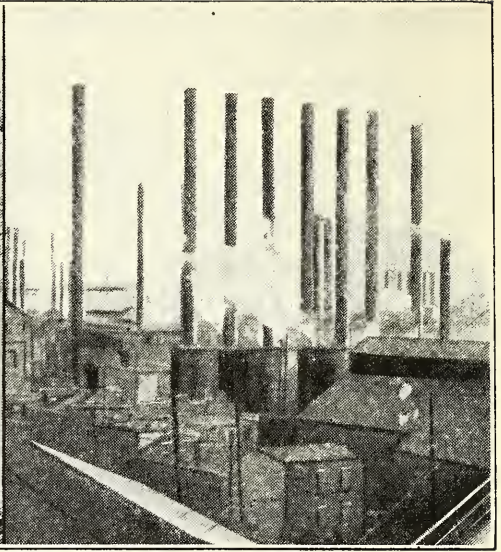
Land. The resources of nature providing the necessary materials for production are usually lumped under the term *land*. Land, therefore, includes not only earth, but the natural resources of the earth, or all the earth holds, such as fuels and ores; and the waters of the earth, and the air surrounding it; and the *forces* of the earth, such as rushing wind and falling water. Land, then, is the raw materials and the forces of nature.

Goods. Man does not create goods; instead he works over the resources of nature (land) until they can be made into goods. From the hide of a cow he *makes* a pair of shoes which he transports to a place convenient for people to buy them at the time they want them. Economists — persons who study business as geographers study the earth — say that form, place, and labor are the *utilities* created in the raw hide by the workers. Utilities satisfy wants. *Production is the process of transforming land, the resources of nature, into utilities — those qualities of goods that satisfy wants.*

Labor. Human effort put forth to create these utilities is *labor*. It may be mental or physical effort and of all degrees of skill. The way workers labor nowadays is different from what it used to be. Several generations ago a worker performed the complete task. He started with the live animal or the raw hide and wound up with a pair of shoes. There was a division of labor between occupations, but in his own occupation the worker could make the article from start to finish. Today, in a shoe factory, very few workers can make a pair of shoes out of raw hide. Machines do the making, and men prepare the materials for the machines to work on, and operate the machines. Men specialize. They become expert and extremely rapid in doing their job. Expertness



Ewing Galloway



Soc. for Visual Education



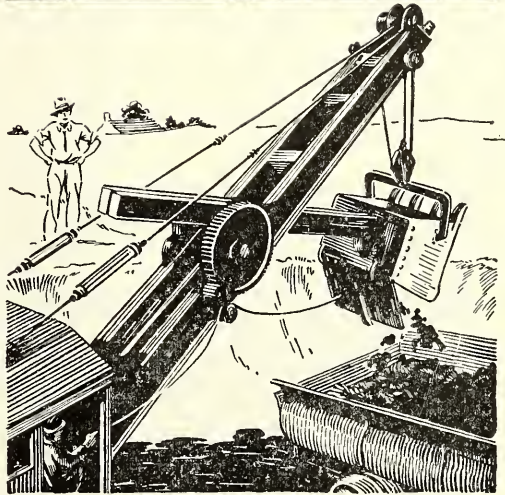
Underwood and Underwood

The resources of nature provide the raw materials that man makes into goods for his use. What raw material is produced in the first upper picture? What kind of labor is needed in the second upper picture? What utilities are represented in the lower picture? Name different kinds of labor that created these utilities.

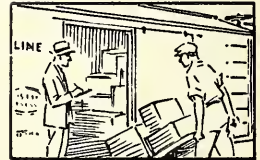
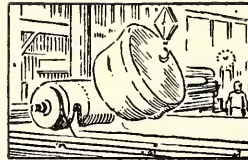
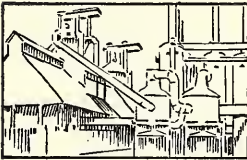
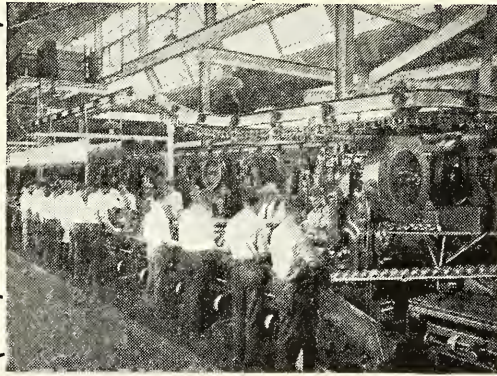
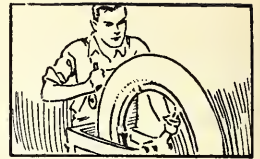
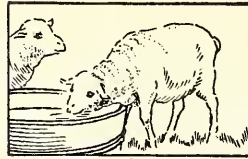
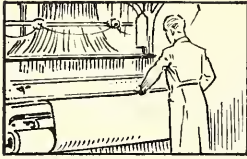
and speed and the use of machines result in more shoes than could possibly be made if each worker made the whole article. Again, in an automobile factory, the materials move along a great belt or conveyor while each man in his place does one thing: one man slips a bolt into place, the next one tightens it, another puts in an axle, and so on until at the end of the line an assembled car rolls off to the floor. This is a notable example of minute specialization or division of labor. Speed and expertness result.



They produce a great output in a short time; this makes for cheap commodities. Cheapness means wide markets, many sales, and much business. This specialization within an industry perhaps already has suggested to you another kind of division of labor. Before the worker in the plant can assemble the car other persons have to mine ore, cut trees, and spin threads; still others have to saw boards, weave cloth, draw out wire, and make glass; and yet others have to carry these and many other things from worker to worker, until finally all are ready to be moved into the assembling plant. Still other workers must buy raw materials for the plant and sell the finished goods. This division of labor brings about a dependence of workers one on



Compare the labors of primitive man with those of modern man. How has modern machinery affected labor?



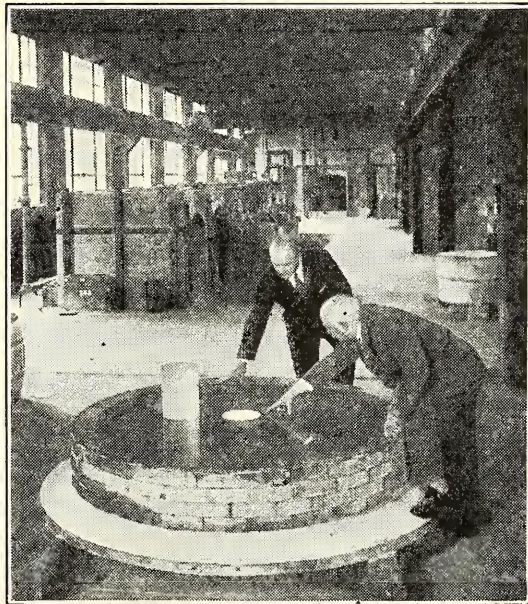
Workers in this modern automobile factory are dependent upon a great many raw materials and services beyond the four walls of their shops. Identify the eight kinds of outside materials and services pictured here.

another both within an industry, and between industries, that is, indeed, very complicated. In this paragraph you find only a hint at this interdependence which has grown up in the business world and is now world-wide. For instance, consider the dependence of our automobile worker upon the laborer in the rubber plantation, or the Australian sheep ranch on the other side of the Pacific, or the lumberjack in the Canadian forests, or the field-hand in the Brazilian coffee plantation who makes possible the hot drink for the lunch.

For the suit or dress you are wearing, what specialized vocations are represented?

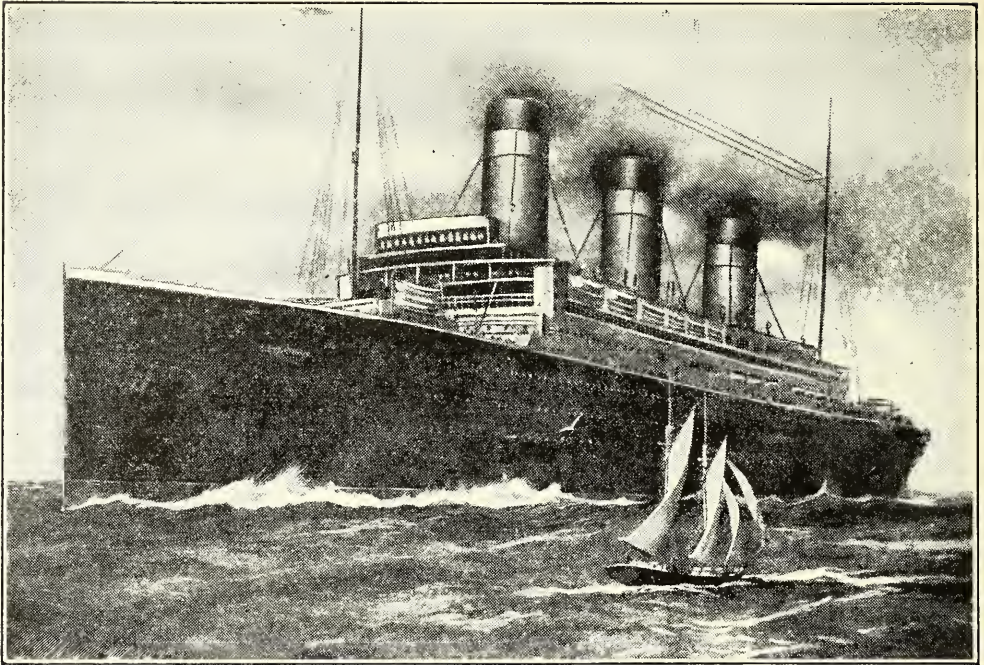
Capital. With labor and land man can live. Like animals, early man relied upon his bodily powers to wrest food and protection from nature. Labor and land made life possible ;

but they did not make it comfortable. Man became a tool user, learning how to make those things out of land which made life more easy for him. The strength of his arm was aided by club or ax, and the reach of his arm was added to by the spear. Man alone has the title of tool-maker. No people ever known were entirely without tools. Not until a relatively short time ago did man learn how to harness the powers of nature to his tools instead of depending upon the power of his arms or legs to get this work done. He invented machines. The hammer strikes no blow until the hand swings it. It is a hand tool. The steam or electric hammer strikes, though no human hand can swing its weight. It is a power-driven machine. All these tools, machines, buildings, and other devices made by man to help him make the goods that satisfy his wants, form what the economist calls *capital*. It is the third factor of production. The Industrial Revolution was principally a revolution in capital, for its revolutionary change was the substitution of power-driven machines for hand tools. This revolution in turn revolutionized labor, widened the use of land or nature's resources, and created undreamed-of problems of business organization and management. For instance, it was a common sight centuries ago to see men busy with tools in field and forest, gathering materials people needed. Or they were busy at the workbenches in the shops



U. S. Bureau of Standards

An optical glass being cast for the mirror of a reflecting telescope to be used in an important observatory. In what way is such a telescope a utility?



Can you cite the difference in speed between the sailing ships of former times and the ocean liner of today? What influence has the change in speed had upon the transportation of goods? What are some reasons for the building of larger ships?

making the finished articles which the owner and master workman sold over the counter to his neighbors. Mass production for distant markets was unknown, foreign commerce was slight, and even trade with far-away places within the nation's boundaries was not extensive. Compared with our trade theirs seems slight. It is said that all the ships of the old East India Company were required by its charter to carry a total minimum cargo in one year which amounted to no more than one ocean liner today can carry on one trip. Our production, thanks to the Industrial Revolution, runs into millions and billions of dollars, reaches markets hundreds of miles away as a matter of course, and turns out commodities too varied to be listed. Notice that money and credit have not been mentioned as capital. They really are, for capital is tools and machinery. We use money to get capital, and seldom can we get capital without money or credit. Just as we say, "the kettle's boiling over," when we

mean the water in the kettle, so we call money capital when we mean the tools and machinery the money buys.

Management. In earlier days, a single business man or partners ran a business. Such business men are called by economists *enterprisers* or *entrepreneurs*. They assume all the risk of the business and direct its activities. The single or partner type of entrepreneur is still common: witness the farmer or the corner grocer. But nowadays, especially in industry and transportation, so much capital is needed, and so complex are the problems of running many businesses, that single enterprisers or partners are used less often, and the form of management set up to run the business is the *corporation*. This form of management did not become widespread until the last century. A corporation must secure a charter from the state or national government before it can be organized. This charter states the purpose of the business, who are the founders and owners, and how the *capital* necessary to set up the business may be raised. Capital is secured by selling shares in the company called stock, or by borrowing money through the sale of bonds. Thus a share or stockholder becomes a part owner of the corporation. The corporation can get more funds with which to buy capital than single business men or partners can. At first corporations were rather small and the stockholders (owners) could look after them, electing boards of directors, keeping an eye on their activities, and so on. Each owner is responsible only for the share in the business he purchases, and the corporation does not cease when he dies, but may go on indefinitely as an active business enterprise. The great corporations of today, like the Bell Telephone Company or the Pennsylvania Railroad, for instance, are likely to have thousands of shareholders scattered all over the world. Most of them are really investors who want to secure a profitable investment for their savings, and do not think of themselves as responsible owners. So it comes about that boards of directors and

officials of corporations not infrequently control the business and run it as they see fit. Then there are corporations controlling corporations, or other combinations of corporations, or there are bankers whose control in a corporation that owes them money is so great that they determine how the business shall be run. Not including banks, there are about thirty thousand corporations in the United States. These are found largely in mining, transportation, communication, and manufacturing, and not so often in agriculture, the professions, or retailing. Two hundred of these corporations are so large that they control about two fifths of all our business wealth and about one fifth of our total national wealth. But whatever the form management takes, its chief duty is to bring into coöperation resources of nature, labor, capital, and the markets for the product so that a commodity can be furnished to the consumers at a price and in quantity and quality to satisfy them. These problems are too great today for those who *direct* a great business also to take part personally in *making* goods. So they must devote themselves solely to management, and it has become a distinct part of production, the fourth factor.

Can you think of five or six commodities made by hand as they were 50 or 75 years ago? How much more quickly can you think of ten commodities made by mills or factories or by corporations?

Government. A fifth factor in production is government. It alone enforces contracts. It explains through law the wishes of the nation regarding the control of business, and it can punish violations. It helps business by studying insect menaces to agriculture, for example, or animal diseases, or by finding out new and useful products, or by conducting experiments, testing soils and materials, and in other ways aiding business activity. It even engages in business enterprises itself. It runs a post office, it coins money, it makes clothing for soldiers, it runs a railroad in Alaska, to mention but a few of its business activities.

Marketing. Producers usually do not sell directly to consumers. In our large-scale system of production the producer has hundreds or thousands of his product to sell, while the consumer buys but one of the product at a time — one suit of clothes, one loaf of bread, one radio set. Moreover, the producer may be in Illinois, for instance, while the consumers of his product may be scattered throughout the country, or even in other countries. Direct marketing as a usual thing is not a paying proposition for a modern producer. So he uses the services of others, called middlemen, to sell his goods to consumers. This is indirect marketing. Of course, the more middlemen involved in getting goods from farm or factory to the consumer, the higher, very likely, will be the cost of the article to him. Yet the success of selling organizations in reaching hundreds of thousands of customers cuts down producing costs per article so much that final cost may be less than if the producer made only enough articles for customers to whom he himself could sell. Middlemen may bring such great world markets to the door of the producer that he can afford to buy the expensive capital necessary for mass production which will cut the production cost per article to a very small sum. Any 5-and-10-cent store illustrates this fact. Wholesalers, jobbers, commission merchants, retailers, specialty shops, small stores, chain stores, department stores, mail-order houses, and house-to-house canvassers all have their place in production.

The number of middlemen has increased in recent years. Middlemen have multiplied because we have produced such masses of goods that selling them rapidly has become a problem. This fact has created a great field for salesmanship. Some people believe that frequently too many middlemen handle an article before it reaches the consumer, for each of them must add to the price his costs of handling. Frequently three middlemen handle an article before it gets from its maker to its final user. Unnecessary handling is

wasteful, and waste is costly. Duplication of handling, under our system of competition, likewise increases costs. In the same block come the representatives of several mill distributors, several department stores, several coal companies, and so forth. Business men are making efforts to reduce unnecessary handling. Chain stores are usually able to offer goods which they have bought directly from the grower or maker. Mail-order companies sell directly to the consumer things they bought at first hand from the manufacturer. Some stores have reduced the costs of counter selling by a system of "serve yourself." Coöperative marketing among fruit growers and dairymen illustrates another type of organization which reduces the number of times the product must be handled before the final customer gets it. Large scale production, because it turns out so much goods in so short a time, demands thousands and thousands of customers who can be found only over great areas, and therefore creates grave problems of marketing.

Select a member of your class to go to a general storekeeper with a list of ten articles you have chosen, and ask him to tell you as nearly as he can how many hands each has gone through from the original producer to his store.

Exchange: A Part of Production. We have noticed the interesting fact that people are everywhere at work making goods they do not expect to use themselves, but that will be sold to others who do want them; or they have learned to perform services, like the barber or the telephone girl, not to satisfy their own needs but to satisfy the needs of other persons. We produce for the market. We produce a commodity that we can most easily make in order to exchange it for many kinds of goods and services we require in life, but which we ourselves cannot make because we lack time, skill, desire, or materials. Mr. Jones makes radios, although his family has all the radios it needs; Mr. Smith makes eye glasses, although he and his family have perfect sight; the

Smiths have no radio while Mr. Jones complains about his eyes. The radio is of little or no use to Jones, but glasses would be very useful to him. Smith cannot use glasses, but his family clamors for a radio. An exchange therefore would be very desirable. This example explains what happens in buying and selling. Each man exchanges what he has, which he believes is of lesser use to him, for that which he believes has greater usefulness. We have seen that production adds utility to the resources of nature and so makes useful commodities out of raw material. Since exchange adds to the sum total of utility it can be regarded as a branch of production. How many members of your group use the "product" that the wage earner in each family creates?

Money. But to exchange things in the market raises the question: How many of this commodity equals how much of that? How many matches equal one movie admission, if the grocer wants to see a show? How many doctor's visits equal one automobile, if the physician needs a new car? In other words, how do we get a price for an article? The exchange value of goods and services must be expressed in terms of a common denominator, just as $\frac{2}{3}$ and $\frac{3}{7}$ cannot be added except in terms of a common denominator like 21. The measure of the exchange value of goods is *money*. When the exchange value of a commodity is expressed in money it is called the *price* of the article. Money is the common denominator or the medium of exchange for expressing the value of all goods in a common term. In colonial Virginia the common denominator or medium of exchange was tobacco; prices of goods were expressed in terms of weights of tobacco. Among herdsmen cattle often were the medium of exchange, and the price of things was given in cows, sheep, horses, and the like. Where production is slight and there is little variety, as among savages, articles may be exchanged directly. This is trade or barter, and there is no price system. Yet even an Indian sometimes used the value of wampum as the measure of the

exchange value, or the price, of goods. So the wampum acted as money.

Civilized people make too much and too many kinds of goods to rely on barter. They have generally used gold and



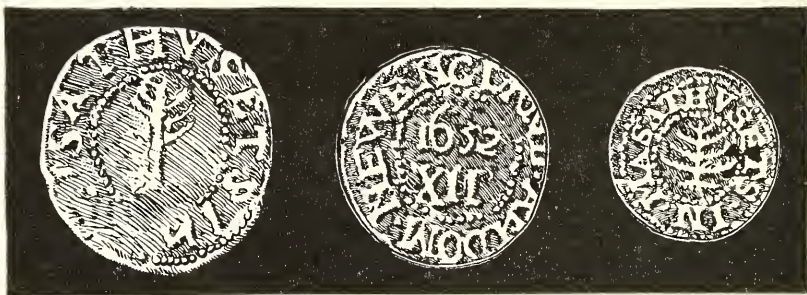
The ancients bartered in trade, the moderns use money. Which method of buying is preferable? Why?

silver as the mediums for exchange and as the measures of the value of the goods they produced. For over twenty-five centuries gold and silver coins have been used as money. Such coins may be made large or small, that is the metal can be divided into portions of little value or great. These coins are valuable in themselves because they are made out of metal almost every one regards as precious. They do not wear out quickly, are easy to recognize, and are not too heavy or big to carry. Such qualities as these are universally recognized as essential for "good money." Because responsible society did not always exist to guarantee the medium of exchange (money) so that it would be univer-

sally accepted, it had to have an exchange value of its own, it had to be something every one valued. Precious metals best filled the requirements. To this day we believe the medium of exchange (money) must have *intrinsic* value or value as a commodity itself. Yet most of our money is not precious

metal but is paper, like dollar bills or bank checks, which have no intrinsic value. Moreover, there is not enough precious metal to redeem or pay for all the paper money. Why is it universally accepted? Partly because it does rest upon a base of precious metal, and partly because it is guaranteed by the government in which we have confidence, and which really gives in addition to the guarantee of its stocks of precious metal the guarantee of the produced wealth of the country. Some people say a revolution is taking place in the medium of exchange. Once upon a time money carried its own guarantee because it was a precious thing itself. Now governments guarantee the money and it may not be precious itself but may be only a bit of paper. These people suggest, therefore, that money does not need to have intrinsic value, and they point to the fact that much of our money does not have such value since governments do not possess enough precious metals to redeem the promises printed on all the money, gold bonds, and other paper stating it can be exchanged for precious metal. This promise or guarantee of the government at any time to exchange its currency for gold is called "maintaining the gold standard." These questioners suggest that the very developments of business are changing that standard. They suggest that precious metal in modern civilized communities is serving less and less as the guarantee of the system of money while confidence in the productive activities of the whole community is serving more and more. The value of this idea for us is that it makes clear the fact that our system of money is inherited from a distant past, that it now rests upon a base in part different from that on which it originally rested, and that it suggests that our ideas about money are now undergoing a change. But here it may be wisest for us to discuss money in the accustomed way, for it is the way nearly everybody still thinks of money. How frequently do you see a silver dollar or gold coins?

United States Money. During the Colonial period foreign coins of all sorts circulated as the medium of exchange. Massachusetts was first to issue coins: they were the famous "pine tree" shillings. The first coins of our federal government were silver coins issued in 1794, followed by gold a year later. Our coins are made in machines which stamp them with various designs, and "mill" or make ridges around the edge of all coins except cents and nickels. No one other than the federal government may make any money, and



The pine tree shilling of the colony of Massachusetts. Money has greatly changed in appearance since 1632. Point out the differences between money then and now.

counterfeiting is severely punished. The Congress of the United States fixed the value of our dollar by a law which declared it to be equal to 23.22 grains of gold (about one twentieth of an ounce). Our gold money — \$5, \$10, \$20 gold pieces — has almost as many dollars' worth of gold in each coin as is stamped on its face. No other money our government issues has such great intrinsic value, but all other money issued by the government is usually redeemable in gold because we have for the most part been on the gold standard. Of course sometimes the government refuses to redeem its money in gold, as in war times or times of depression; but that has not happened often in our history. In Washington's first administration the *decimal* system was adopted as the basis of our money because it makes counting simple. In addition to the gold coins above a dollar, we have the coins that are divisions of the dollar: the half-

dollar and quarter-dollar and the dime (all made partly of silver), and the nickel and one cent.

Because it is so very convenient, the government issues much paper money. Some of it consists of gold or silver certificates which are receipts for actual metal held in the treasury. A one-dollar silver certificate, for example, says, "This certifies that there has been deposited in the Treasury of the United States of America one silver dollar payable to the bearer on demand." Some of it consists of United States Notes, "greenbacks," paper money issued during Civil War days. Some of it consists of national bank notes which can be issued only by banks holding a charter from the United States. The national bank note likewise promises to pay the bearer on demand, but it also states that United States bonds have been deposited in the Treasury to guarantee that the bill can be redeemed "in lawful money of the United States." But most of our paper money now consists of Federal Reserve notes secured by precious metal and by "commercial paper" — promissory notes or other securities like stocks and bonds left with banks by business men who borrow from them. The total amount of money in the country is over nine billion dollars. About half of it is precious metal and half is paper. About half of it circulates from hand to hand and half remains "on reserve" in bank and treasury. Most of the paper money circulates, whereas most of the *specie* or metal money stays on reserve. Paper is so much handier to carry and to use.

Mints. All money manufactured in the United States is made under the supervision of the Department of the Treasury. Federal mints are located at Denver, Philadelphia, and San Francisco. They are coin factories. All paper money is printed by the Bureau of Printing and Engraving in the Department of the Treasury at Washington.

Credit. The farmer in Maine who has harvested two hundred bushels of potatoes has food of great use to the people of

Boston. But he may not have the money to pay for shipping the potatoes. Yet their sale will more than repay the costs of selling. His bank will lend him the money to pay for shipping the potatoes, the folks in Boston will be helped thereby to get food more cheaply, he will receive the money he needs not only to pay back the loan to his bank, but to pay for the various necessities of his family. Every one benefits from such use of *credit*, as it is called. Perhaps in your own home mother has purchased an article on the "installment plan," — that is the company allows mother to use the article now and to pay for it in the future in accordance with an agreement. Father's earnings are "earmarked," so to speak. Part of these earnings for weeks ahead must be put aside to pay for the article. This also is an example of the use of credit. The family profits because it can use now what it would have to wait for if cash had to be paid for the article, while the company and all its workers benefit because they may engage in making more articles than they could sell if spot cash had to be paid for them. Credit helps us to use wealth immediately that would not be entirely available to us until later. Without it, all too often, inventors could not market their new commodities, newly made goods could not be moved to markets, raw materials could not be purchased, capital could not be secured. We do not always use credit wisely. The householder may buy more things on credit than his earning power for months and months ahead will enable him to pay for ; the business man may use credit in the production of kinds and amounts of goods which he will not be able to sell in sufficient quantities. But despite our misuse of it, credit is one of the most valuable features of our system of exchange. Its two chief features we can learn now, leaving the more difficult details for later years. All "credit instruments" are of two kinds : promises to pay, and orders to pay. The first, the promise to pay, is some form of promissory note such as that mother signed for the install-

ment man, or the form filled in by father when his bank made him a loan. The order to pay is familiar to us in the form of a bank check. The drawer of the check *orders* the bank where he has a deposit to pay a sum named to a particular party. This kind of order to pay, the check, is the most common kind. Especially in recent years other forms called drafts, bills of exchange, and trade acceptances have developed. But all of them are orders, like the bank check, directing somebody to pay a sum named to some one else.

Commercial Banks. Some people call banks "credit factories." If that is their chief function today, it has not always been so. Although "banking" goes back through ancient Rome and Athens probably to Babylon, our banks grew out of certain practices in the later Middle Ages. Goldsmiths, with strong boxes to keep their precious metals safely, began to receive valuables from neighbors and store them in their strong boxes, charging a fee for the service. To this day banks have their safe-deposit boxes. Goldsmiths were also called upon to make loans since they were



Ewing Galloway, N. Y.

Name six services the modern bank offers to the individual.

the likeliest people to have spare gold and silver to lend. Although people called daily to deposit or to withdraw money or other valuables, the goldsmiths found that a very large part of the total deposits remained in their hands day after day. They could see no harm in lending those deposits where it was safe to do so, thus making a bit of profit. What we know as banking grew from such beginnings. Today a commercial bank does these things :

Receives deposits of money.

Receives deposits of *credits* made by banks to customers.

This is used more widely in business than specie or currency.

Receives as "cash items of deposit" checks, drafts, and other credit instruments.

Makes loans and discounts credit instruments.

May issue bank notes or paper currency (if it has a national charter).

Buys and sells foreign money and credit instruments.

Gives financial advice.

Rents out safe-deposit boxes for valuables.

Pays interest for time deposits (savings accounts).

Provides the means for circulating and safe-guarding checks and other credit instruments so that they can be used very much after the fashion of money.

Like the goldsmith of old our banks receive deposits and make loans, and in addition issue currency. We no longer pay a banker to keep our money safely for us. Most likely he pays us. For, like the goldsmith, he knows that, while some of us withdraw funds daily, most of the deposits remain in his hands from day to day. These he lends out. But under our system loans are usually bank credit and not actual United States money. The deposit of actual money makes possible the granting of credit by the bank. But each United States dollar on deposit in prosperous times supports many dollars of credit currency, loaned by the banks to customers. Interest is charged the borrower by the banker creditor. That is how he makes money, and that is why he can afford

to pay the expenses of keeping our money safely for us and even of paying us interest on the funds we leave in his care. Of course, if every one with a claim against a bank presented it on the same day, the bank would fail. That was familiar to us in the depression years after 1929. In fact, by 1934 the thirty thousand banks we had in the years after the World War had shrunk to about eighteen thousand. But ordinarily banks do not have to turn their credit into cash for customers. About ninety per cent of American business is carried on by checks.

Although banks are private businesses, their function of making easy the exchange of goods through the use of credit instruments as means of exchange is so important to the whole community that the government supervises them. A bank is a corporation and is so organized. It receives a charter from a state (a state bank) or from the national government (a national bank) which sets forth the conditions under which the corporation may operate. From time to time government examiners visit the bank and investigate it to insure its obedience to the banking laws. Even so, banks by unfortunate judgments in investing funds or making loans, and in rare cases by actual fraud, have harmed those who trusted them. Certainly banks have never before played so important a part in the business life of the nation.

The ordinary bank in our community is a commercial bank, either national or state. Sometimes, however, it is only a savings bank, as in some of the big cities. Sometimes it is a trust company, a corporation that manages estates, acting as financial guardian for orphans, and so forth. Again, a firm, such as J. P. Morgan and Company, may make a business of investing other people's money for them. Many state banks perform all these services.

Government Banks. Most countries have a *national* bank, one that belongs to the nation and is operated by government officials. In 1791 Congress created a national

bank with only one fifth of its stock owned by the United States. It was chartered for only twenty years, and was privately operated. A second United States Bank was chartered for twenty years in 1816, and its charter was not renewed. Politics and the opposition of other bankers caused the failure of our first experiments with a national bank, and the memory of the bitter fight over it in Jackson's administration has not been forgotten. Although some men believe we would do well to follow the example of other countries, no political party of national importance has yet dared to champion a government-owned and operated commercial bank. During the Civil War Congress provided for the establishment and supervision of national banks, but they were actually private businesses under government supervision. In 1913 Congress provided for the establishment of the federal reserve system, which is not a system of commercial banks but an organization of banks for bankers only. The country is divided into twelve federal reserve districts, each with a federal reserve bank in an important city in the region. A federal reserve board is named by the President to manage the system. Each federal reserve district is managed by a local board representing the interests of bankers, other business men, and the general public. The federal reserve bank supervises the banking business of its members in accordance with the Federal Reserve Act, but its chief function is to supply federal reserve notes to its members, according to the law, when the business needs of the community require more currency. By the same token it can recall currency issued, if the need for it has passed, and it can aid member banks that get into financial difficulties. All national banks must belong to the system, while state banks *may* belong, and many do. To be a member, a bank must buy stock of the federal reserve bank; thus the reserve bank really belongs to its members. And it must obey the rules and regulations laid down by the governing

boards of the system. It was hoped by the creators of the federal reserve system that it would prevent panics by expanding and contracting the amount of currency in circulation through its control of federal reserve notes and banknotes, through its control of interest rates and therefore of credit, and by its right to aid member banks in trouble. The depression of the 1930's has shown, however, that much must yet be done before our banking system is proof against business crises.

The federal land banks are another type of government-owned banks. One of these is located in each of twelve federal reserve districts. Farmers are invited to borrow funds to meet their needs from the bank at reasonable rates. But the bank does not lend directly to the farmer. He must join a Farm Loan Association of farmers, and the association secures the loan for him and is held responsible for it. Other kinds of banks under federal control exist to help farmers secure credit readily and cheaply. The national government has also maintained in the Post Office Department a postal savings service which is really a savings bank that receives time deposits and pays a low rate of interest on them. The same department even furnishes a kind of currency through its stamps and money orders.

Price. In all our discussion so far we have not faced the question of price. People are in business "to make money," that is, to receive profit, to acquire property. Whether they receive profit or loss will depend upon the price they can get for their goods in the market. What determines price? The answer is so hard that economists themselves do not agree. The best we can do, therefore, is to introduce you to the question, give you some idea as to its nature, and hope that we do not mislead you in thinking about it. Price, you will recall, is exchange value expressed in terms of money. It is said to obey the Law of Supply and Demand. Very simply stated (probably too simply) that so-called law de-

clares that if there is a large supply of a commodity, for instance strawberries, and no unusual number of persons with money to buy it, that commodity will be cheap; that if the supply is scarce while those who want and are able to buy are many, it will be dear. Notice that people not only must want the commodity, but must have the money or credit with which to buy it. Purchasing power is as necessary as the desire to buy. The two together make what the economist calls *demand*. This very simple statement can be complicated by remembering that the ordinary person has a limited amount of money or purchasing power no matter how great his wants, and by remembering that unnumbered kinds of goods are offered for sale. The money spent for one thing cannot go for another. The competition of many sellers and many buyers in many markets shows that the fixing of price must be complicated indeed. But the very money paid is a commodity itself and is subject to the Law of Supply and Demand. That complicates the matter of price even more. If money is very plentiful then, like other commodities, it will be cheap and a great deal of it must be given for something that is scarce but in demand. If strawberries are rather scarce while money is not, then much money must be given for them, and berries are dear. On the other hand, if money is scarce compared with other commodities, then prices of the other commodities fall in terms of money, because it is necessary to give only a small amount of the dear (scarce) money for the other and more plentiful goods. The amount of money and credit available is not fixed; it increases and decreases. Yet with this currency we measure the exchange value (price) of goods. It is much like using a rubber yardstick. So, price depends to a great extent not only upon the supply of and the demand for goods at a given time but also upon the supply of and the demand for money and credit or purchasing power. Enough has been said for you to see how complicated the question of price is and to

appreciate that price is not determined by magic, or by government edict, or by the business man's whim, but by a knot of economic and human forces in our particular kind of business world.

Summary. Because of the Industrial Revolution we devote little time as workers to making the things we ourselves need, but spend our time making what others want. We sell our product to them for money or credit, and exchange the money or credit for the goods we require. Land gives us the materials, we supply human energy and supervision, while machinery and devices of all kinds do the work faster and more accurately than our muscles can. So widespread and complicated has our business become that government helps it perhaps more than ever to run smoothly.

We turn out so much goods, and it takes so much of our attention, and customers live so far away that marketing has become a great problem. It is an industry by itself. But marketing can never be a great business activity unless a medium of exchange exists in great quantities and several forms. Ours is both money and credit of many kinds. Both government and private business issue it. At bottom the medium is gold, the base of all our currency. But in our daily business we use credit currency, chiefly checks. In exchanging goods and money or credit price results. But the fixing of price seems confused, partly because supplies of goods vary, partly because our needs vary, and partly because our measure of value (money) itself varies in value according to its supply and demand.

At no time in our history has so great a quantity of goods been produced for our people. Long ago the problem of producing enough even of the necessities for life seemed impossible to solve. We now believe, thanks to invention, that we can produce enough for all. In fact some economists believe that many of our present economic troubles are due to overproduction.

ANSWER BRIEFLY

1. What proportion of our population today is made up of workers?
2. What are the three factors of production?
3. What is land? Natural resources?
4. What is goods? Raw material?
5. How is machinery responsible for the trend of modern industrialism?
6. What is meant by division of labor? What is large-scale marketing?
7. What is capital? How did the Industrial Revolution change the process of production? What is large-scale production?
8. In whose hands is the management of business? What is a corporation?
9. What part does government play in the process of production?
10. What is the middleman? What are some of the problems of modern marketing?
11. What is exchange? Barter? Metal money? Credit? Specie? Paper money?
12. What services are performed by a bank?
13. What is the purpose of the federal reserve system? What are federal land banks?
14. What is price? State the law of supply and demand.

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

decimal system

materials

land

labor

capital

raw materials

goods

utilities

entrepreneur

corporation

mint

gold certificate

silver certificate

safe-deposit box

commercial bank

private bank

trust company

marketing

middleman

large-scale production

large-scale marketing

exchange

metal money

paper money

credit

gold standard

barter

treasury note

specie

deposit

loan

federal reserve system

investment business

law of supply and demand

federal loan banks

legal tender

Suggestion I.

1. Complete the table below by adding any necessities, comforts, and luxuries that you can recall.

GOODS		
NECESSITIES	COMFORTS	LUXURIES
1.	1.	1.
2.	2.	2.
3.	3.	3.

2. Make a list of four services rendered by money to the individual.
3. Make a list of all the different kinds of money with which you are familiar. Divide the list into two groups, namely : *coin* and *paper money*.
4. List the various kinds of banks to be found in your community.
5. Make a list of the services an individual can receive at a bank.
6. Give your personal opinion on the use, to an individual, of a savings account at a bank. Of a checking account.

Suggestion II. Complete the table below in your notebook.

TEN ITEMS OF WEALTH	PRODUCED BY MENTAL LABOR	PRODUCED BY PHYSICAL LABOR	PRODUCED BY BOTH MENTAL AND PHYSICAL LABOR

Suggestion III. An eminent economist has set down these principles of economic conduct for the individual.

1. Work hard.
2. Be neither a spendthrift nor a miser.
3. Respect your earnings, don't waste them.
4. Look upon money as a means to an end.
5. Keep exact account of all money you receive.
6. Acquire an ability to figure quickly and accurately.
7. Keep an exact account of all money you spend.
8. Be charitable.

Copy this code in your notebook.

Check the economical habits you have already formed.

Suggestion IV. Complete the following table.

NATURAL RESOURCES OF THE UNITED STATES

FOOD RESOURCES	INDUSTRIAL RESOURCES
1.	1.
2.	2.
3.	3.

Suggestion V. Complete the following table.

MODERN METHODS OF PRODUCTION

ADVANTAGES	DISADVANTAGES
1.	1.
2.	2.
3.	3.

Suggestion VI.

1. Complete the following table.

THE FOUR FACTORS IN PRODUCTION

THE FOUR FACTORS	DEFINE EACH	GIVE EXAMPLES OF EACH	STATE WHAT EACH CONTRIBUTES TO BUSINESS
1. Land . . .			
2. Labor . . .			
3. Capital . . .			
4. Management .			

Suggestion VII.

CHARACTERISTICS OF MONEY

KINDS OF MONEY	PHYSICAL CHARACTERISTICS	PURPOSES
1.	1.	1.
2.	2.	2.
3.	3.	3.

FOR YOUR BULLETIN BOARD

Money is generally a topic of universal interest. If you can plan a topic for Bulletin Board display of literature on finance, you will capture the interest of the passer-by as well as that of the class members. As a suggestion, consider posting newspaper and magazine clippings that concern finance in any of its many phases. The newspapers always carry interesting current news on the subject of money.

CAN YOU ANSWER THESE QUESTIONS?

1. What was the English "domestic system" of production about two hundred years ago? Compare it with our capitalistic system.
2. Why is competition regarded as better for the community than monopoly? Why, then, are monopolies permitted to trolley companies or gas companies? Can you name three others?
3. If we should give up competition and accept monopoly control of business, how could the consumer be protected?

FOR YOUR INDIVIDUAL CONSIDERATION

Suggestion I. Read in the library reference reading accounts of the following and write a report on the topic that interested you most.

Legal tender
Bimetallism
The Gold Standard

Suggestion II. Talk to some adult who was in business before and after the World War. Try to learn from him about the price changes before, during, and after the war. Write an account of the interview. Perhaps your father would prove just the right person for this talk.

FOR DISCUSSION

Every adult American citizen should have a bank account, either savings, or checking, or both.

Securing loans from a bank is wrong.

High cost of living is the result of specialization of labor.

Big business as conducted today is a "cut-throat" enterprise which is dangerous to competition, often spoken of as the "life of industry."

The middleman of industry should be entirely abolished.

READING FOR RECREATION

1. BANGS, J. K., *The Enchanted Typewriter.*
2. BEACH, R., *The Silver Horde.*

3. BOND, A. R., *Pick, Shovel, and Pluck.*
4. DARROW, F. L., *Builders of Empire.*
5. FRANKLIN, B., *Poor Richard's Almanac.*
6. HALL, H. S., *Steel Preferred.*
7. MARRIOTT, E. S., *Uncle Sam's Business.*
8. MAYO, K., *Justice to All.*
9. MOODY, W. D., *Men Who Sell Things.*
10. TAPPAN, E. M., *When Knights Were Bold.*

A WORKING BIBLIOGRAPHY

I. *For the Pupil*

1. ATKINS, W. E. AND WUBNIG, A., *Our Economic World.*
2. BOWEN, E., *Social Economy.*
3. CARLTON, F. T., *Elementary Economics.*
4. JANZEN, C. C. AND STEPHENSON, O. W., *Everyday Economics.*
5. KEISTER, A. S., *Our Financial System.*
6. KEMMERER, E. W., *The A. B. C. of the Federal Reserve System.*
7. LYON, L. S., *Making a Living.*
8. MUNRO, W. B., *Social Civics.*
9. TUGWELL, R. AND HILL, R. C., *Our Economic Society.*

II. *For the Teacher*

1. BURCH, H. R., *American Economic Life.*
2. CARTINHOOR, B. M., *Branch Group and Chain Building.*
3. CARVER, T. N., *Elementary Economics.*
4. CARVER, T. N., *Principles of Political Economy.*
5. DEWEY, D. R., *Financial History of the United States.*
6. EDIE, L. D., *Money, Bank Credit, and Prices.*
7. ELY, R. T. AND WICKER, G. R., *Elementary Principles of Economics.*
8. FISKE, A. K., *The Modern Bank.*
9. HAYWARD, W. R., *Money and Its Uses.*
10. LAING, G. A., *An Introduction to Economics.*
11. PARK, R. E. AND BURGESS, E. W., *Introduction to the Science of Sociology.*
12. SELIGMAN, E. R. A., *Principles of Economics.*
13. TAUSSIG, F. W., *Principles of Economics.*
14. TUGWELL, R. AND HILL, R. C., *Our Economic Society.*
15. WELLS, L. C., *Work, Wealth and Happiness of Mankind.*
16. WHITE, H., *Money and Banking.*

CHAPTER XX

Sharing the Wealth We Create

The Chapter Message

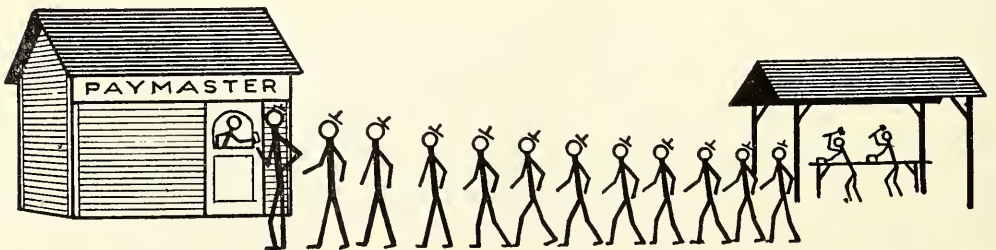
1. *Wealth is shared among the factors of production.*
2. *There is an important difference between the gross profits and the net profits received by the owners of business.*
3. *The desire for profits may involve too great a cost in human life, health, and energy.*
4. *The distribution of incomes in the United States is very unequal.*
5. *The laborer is dependent upon wages.*
6. *Any change in the purchasing power of money changes real income.*

Distribution. Forty-eight millions of people are at work creating many millions of dollars' worth of wealth. How is this wealth shared among the men, women, and children of the nation? In a monastery in the Middle Ages one monk did the cooking, another tended the cattle, another cared for the crops, still another made tables and benches, and another wove cloth. All the monks together made nearly everything needed. The cook received the vegetables and meat to cook, the herder sat at table beside the carpenter and ate the cooked vegetables which a fellow monk across the table from him had grown. But nowadays we do not share directly what we produce, like the monks. The

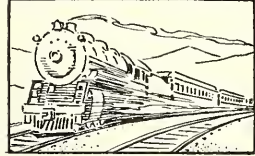
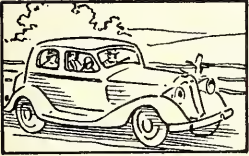
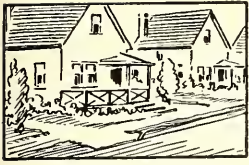
product is sold by the owner of the business, and the money received for it is shared. This money then can be exchanged for the goods and services we desire.

Do you expect to exchange your services for money some day?
What is the difference between an employer and an employee?
Who shares in the money received for the products?

All the money and credit received for goods is shared among *all* those who own or control the factors of production. The owners of the factor called *land* receive rent. The owners of the factor called *capital* receive interest and such other shares of the product as are necessary to maintain the capital in good working condition, to insure it against fire and theft, and to replace it when it is worn out. Those who labor in shop and office receive wages or salaries. Government demands its share in the form of taxes. Whatever remains, after all the demands of all the other factors of production have been satisfied, is the owner's net profit. The net profit is the owner's reward for bearing the risks of business. In a shoe factory, for example, the owner must pay for leather, thread, nails, labor, and other costs arising from the *actual* making of shoes. When these *direct* costs are subtracted from the selling price of the shoes what is left is the *gross profit*. Out of it other charges must come. They are known as *operating* expense and include such items as taxes, rent, interest, insurance, cost of selling the goods, and salaries of management. What is left is the



Sharing the wealth we create



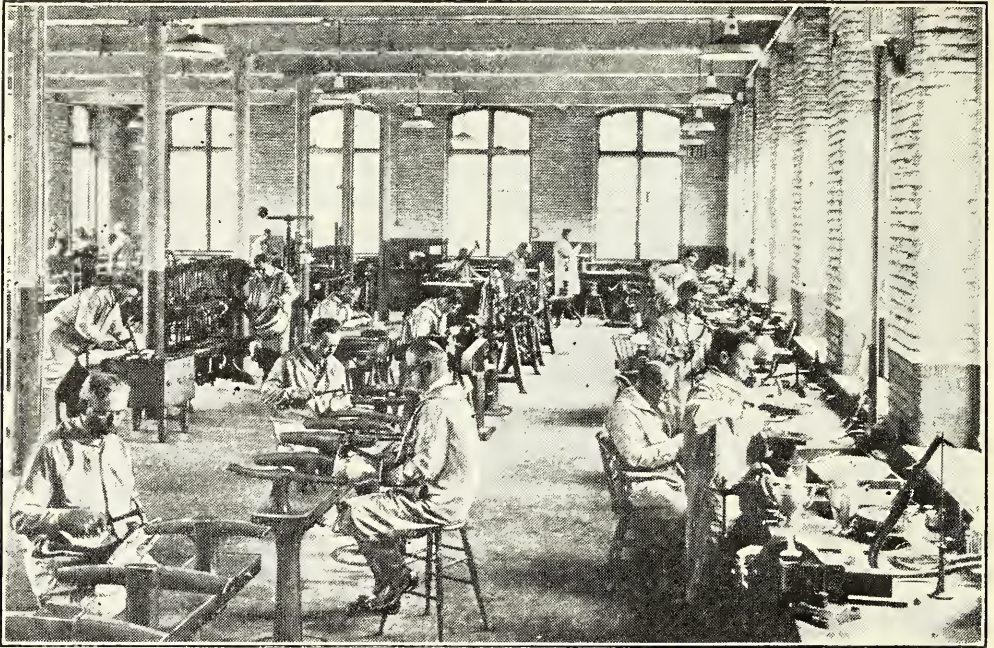
What are the eight channels into which the wealth of the working group (center picture) is being distributed?

net profit, if there be anything left. This net profit belongs to the owners of the business. So everybody who is working for the business or has furnished anything to it receives his share of the product.

What industries in your community at the present time can be pointed out as paying propositions? To whom do the *profits* of these enterprises go? How can a man invest money in a business in which he is not a worker? How does he receive a share in the profits from such an investment? What is meant by the remark, "Money makes money"? What does a business man mean when he remarks, "My line of business is a paying proposition"?

Human Costs vs. Money Costs. Under our system of free competition with profit as an important goal, employers

must cut money costs to the bone in order to meet competitors' prices and still make a profit. No similar spur prods him to cut human costs. Reducing human costs means making machines safe for workers, it means hours of labor



National Jeweler's Publicity Ass'n

A well-lighted factory aids workmanship. Name other working conditions that are necessary for the health and general welfare of employees.

that do not wear men out, it means providing clean air, good light, and decent surroundings. But all these things increase money costs. How much money, then, can a business man afford to spend to reduce human costs when the whole business of making money demands that he cut his money costs of doing business as much as possible? Besides, if a worker is hurt, worn out, ill, or dies, another man is sure to apply for his job. In recent years business men and others have been striving to stop this war between human costs and money costs. They see that the interests of the whole community require the saving and not the wasting of human lives. Much has been done, and far less often today do we

find the miserable working conditions common a century ago. But the problem remains a difficult one, with business organized on the basis of making a profit.

What is the effect of free competition upon the cost of human effort in industry? How has our modern machine age affected the certainty of employment? Do safety devices on machinery represent saving human costs or money costs?

Incomes. With these facts as a background we can understand much better why distribution raises some of our most pressing economic problems. It used to be production that raised the problems. We never could produce enough to feed and clothe all the people. Thanks to the Industrial Revolution we are sure we have solved the problem of how to produce enough total product. But we have not yet found out how most fairly to distribute this product to all the people. We have seen how distribution takes place — rent to land, interest to capital, wages to labor, taxes to government, profits to enterprisers. It is said that perhaps two thirds of the nation's income goes to labor, while the remaining fraction is divided among all the other factors of production. But labor includes more than four fifths of all who receive incomes. It has been estimated that the total annual income of the nation is about 45 billion dollars. The estimate was much higher before the depression of the 1930's. From this national income each receives his private income, as wage or salary, profit, interest, or rent.

The distribution or sharing of the national income is very uneven. Of those who have incomes over four fifths receive individually less than \$2,000 a year; nearly all of these are wage earners. Another tenth or more of the income receivers, chiefly professional and highly skilled workers and small owners, have between \$2,000 and \$5,000 a year. Perhaps as many as three per cent, professional

and highly skilled workers and large owners, have incomes over \$5,000 a year, with less than one per cent rising above \$10,000. Families with incomes over \$2,000 yearly are said to be comfortable; at \$5,000 they are well off, and with \$10,000 or more they are considered rich. The really poor families with incomes too small to provide all the necessities of living (less than \$1,000 a year), constitute probably between thirty-five per cent and forty per cent of the population. This is only an estimate, but it is striking inasmuch as ours is called the "richest country on earth."

How is it that many workers are able to earn a living without ever experiencing the possession of wealth? What is a financier?

Real Income and Money Income. Although we have been talking about income in terms of money we must remember that money income is not our real income. Money income is dollars. Real income is goods. We use money income to buy the goods and services which are our real income. But any change in the purchasing power of money changes real income. Suppose Mr. Brown received \$25 a week as his wages in 1927 and in 1933. In 1933 nearly everything was much cheaper than in 1927. Twenty-five dollars in 1933 therefore bought more goods than in 1927. His money income was the same in both years, but his real income in 1933 was greater than in 1927. It is real income we want, for it is something we can consume, but we cannot consume money. The story of King Midas illustrates that point.

What is the story of King Midas? Our money income determines our standard of living. Why is this true? Why do most people long to become "rich"? Why would you rather have real income than money income?

Dependence on Wages. Before the Industrial Revolution nearly every one lived in rural communities where people had

a patch of ground and perhaps a few chickens and a pig or two. Food was thus to be had even when times were bad. A man did not depend solely upon wages. But the Industrial Revolution caused cities to expand and city populations to grow rapidly. The factory worker lived in the city. He had no patch of ground. He did not even own the tools to work with, for he had to work with machines and these he could not afford to own. Skilled workmen even tried for a time to compete with machines by continuing to make goods with hand tools, but they found that they could not afford to sell at the low price set for the machine-made article. They were forced to give up and join the procession to the factory. So it came about that a small part of the people owned the businesses, while the mass of workers worked for them for wages — their only income.

It is plain that labor, under the conditions of work brought in by the Industrial Revolution, cannot always be sure of its share in the products of the community — its income. "Bad times" means poor business, no work, no wages, and perhaps starvation. Business men, as we have seen, set up reserves in prosperous times to meet the demands for interest, dividends, taxes, repairs, and other expenses, in bad times. But they do not regularly set up reserves to meet the needs of labor in bad times. For labor is expected to save enough out of wages to tide over such times. Usually, however, labor has not been able to save much out of wages; so it has looked to the community for support in times of unemployment. And the community itself, through taxes, welfare drives, and charity of other kinds, has found it necessary to take care of labor until business is able to call men back to work. This is a problem that business men themselves are thinking about more and more. *Unemployment insurance*, a fund to pay men when they are out of work for no fault of their own, is being tried by governments abroad and by some companies in our country as a method of

solving the problem of taking care of labor when work is scarce. Even in good times competition and the desire for profits may keep wages low. In theory the worker, a free man, can work where he chooses and for whatever wages he can secure. In practice he works wherever he finds a job, for whatever wages are offered. The supply of and the demand for labor take care of that, mainly. When labor is scarce wages offered will be higher than when labor is easy to secure. But when the supply of labor is plentiful compared with industry's need for it, wages will fall. Nowadays labor is usually plentiful. Moreover, with hundreds of men employed in a factory *one* man cannot bargain for wages. If he quits, his loss is hardly felt. In the days of the medieval guilds, when a master had one or two journeymen, if one left it meant the loss of a third of the working force, which was a serious loss. Of course labor cannot receive more than the value of what it produces, no matter how scarce labor may be, without finally bankrupting the business.

Is it true that the best worker always receives the highest wages? If a man is worth more than he is paid in wages, can he not seek employment where his true worth will be recognized in dollars and cents? What is the law of supply and demand?

Equalizing Income. Labor has long fought with employers for higher wages, shorter hours, and better conditions of work. Wage levels have risen, and to that extent have helped to increase real income. Some firms share profits with labor, granting workers bonuses or special payments over and above regular wages, some establish savings accounts or insurance funds for their men, or distribute stock of the company so that workers are also part owners and can receive dividends in addition to wages.

But the great equalizer of incomes is taxes. Income, gift, and inheritance taxes frankly aim to take wealth from those with great incomes and possessions and spend part of it for those goods and services which poor people could

not afford to buy for themselves, such as streets, roads, and bridges; the sewage and water supply system; libraries, parks, and museums; public schools; fire and police departments; free hospitals and medical care; food inspection; and so on.

To what extent are the giant fortunes of the millionaires of our society the result of individual efforts? How may great wealth be acquired by an individual without any labor on his part? How are taxes an equalizing force on incomes? Does a farmer have more real income and less money income than other workers?

Summary. Under our system of free private enterprise most of us are hired workers receiving money wages. What the employer pays us will depend upon his need for our labor. If the supply of our kind of labor is plentiful, we cannot command as high wages as we could if our kind of labor were scarce, and our product worth much in the market. These wages represent the share in the nation's wealth which most people have. The income of landlord, capitalist, and laborer depends upon the law of supply and demand, under our system of free competition. Taxes and profits are outside that law, the one being a government monopoly, the other just a remainder which may not exist at all.

Under this system of distribution, even in the richest country on earth, most people have small incomes, and a few have great incomes. Distribution of wealth is one of our greatest economic problems today, for income of people determines their demand for goods. All income is not spent for goods. Those with a great income invest much of it in business to produce more goods. Such income therefore increases the quantity of goods without equally increasing the purchasing power (money income) to buy them with. If the distribution of income prevents people's purchasing power from growing equally with production, then business men will find the supplies of goods increasing too fast for

Laborers as well as capitalists may receive the benefits of hospitals maintained at public expense.



Sigurd Fischer

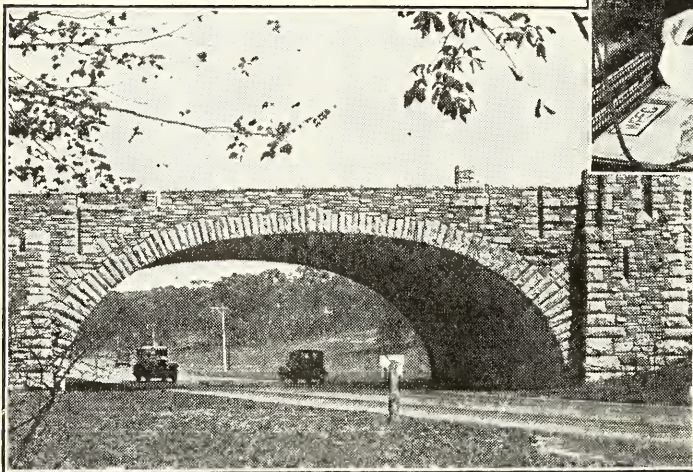
The fire department protects life and property, irrespective of the owner's standing in the community.



The police are ever alert to perform various services for the community in which they are assigned.



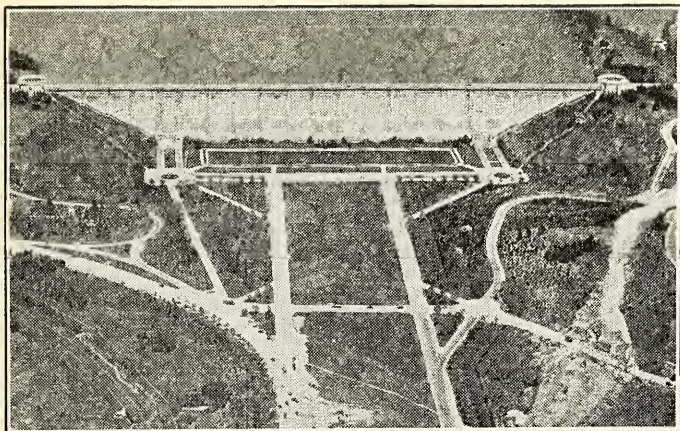
Ewing Galloway



Ewing Galloway, N. Y.

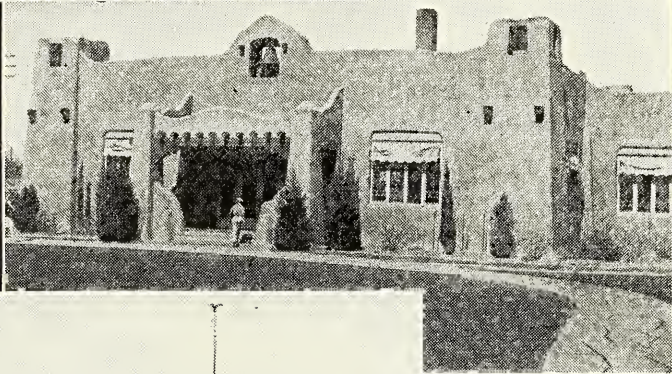
Bridges are essential to rapid transportation and to the prevention of traffic congestion.

The taxpayer makes it possible for us to enjoy many conveniences and essentials that as individuals we could not afford.



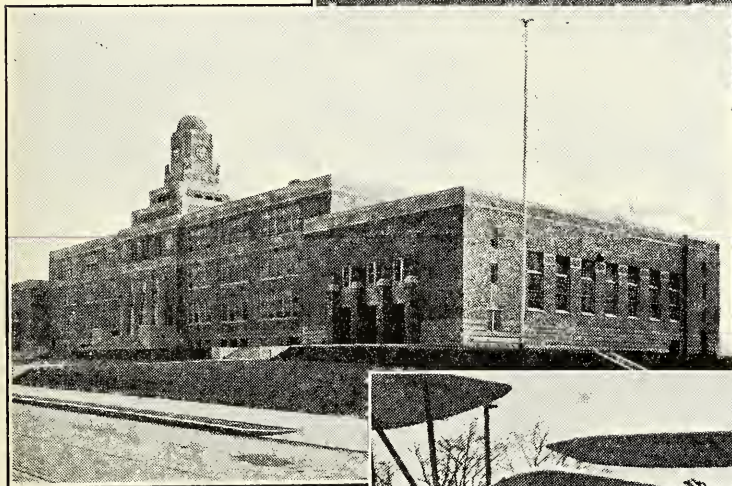
A carefully supervised water system greatly decreases the probability of epidemic diseases in a community.

A public library provides mental recreation and generally raises the moral tone of those using its facilities.

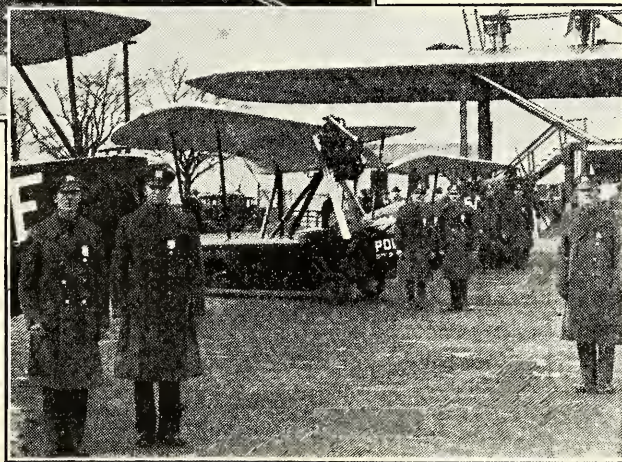


Ewing Galloway

Incomes applied to educational purposes are the safest investment.



Police planes direct air traffic over populated areas. They assist also in the pursuit of criminals.



Ewing Galloway, N. Y.

Name some things provided for public use that come not from taxes, but from private incomes.

purchasing power, and his losses will lead to failure, closed shops, and unemployment. How to keep purchasing power up with productive power is a difficult problem.

ANSWER BRIEFLY

1. How is wealth shared among the men, women, and children of our nation?
2. What is gross profit? Net profit? A dividend?
3. What determines the amount of profit to be realized from a business enterprise?
4. Why is it that the laborer does not have to assume any of the risks or responsibilities of a business enterprise?
5. What methods have been adopted, in some cases, to permit laborers more of a share in the profits than just his wage earnings?
6. What methods have been used, by some employers, to safeguard the workers against industrial catastrophes, such as unemployment? Accident?
7. Why is it that some people are very rich and others very poor?
8. What is regarded as a comfortable annual income? A well-to-do annual income? An insufficient annual income?
9. What is the difference between real income and money income? Which is the more significant? Why?
10. Is it fair to tax large incomes more than small ones?
11. What is meant by purchasing power? Productive power?
12. How are the Law of Supply and Demand and the problem of income interrelated?
13. What is meant by free competition?
14. Why are we concerned as a nation of workers about the distribution of the wealth we produce?

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

authentic	wage earner	capitalists
speculation	profit	unemployment insurance
finance	profiteer	money income
wages	waster	real income
free competition	statistics	purchasing power
net profit	unskilled worker	surplus
gross profit	semi-skilled worker	journeyman
dividend	skilled worker	apprentice
absentee ownership		

Suggestion I. Complete the following table. You are comparing the modern machine age with the “domestic system” which existed before the Industrial Revolution.

THE CAPITALISTIC SYSTEM

ADVANTAGES	DISADVANTAGES
1.	1.
2.	2.

Suggestion II.

1. Make a list of ten states which you regard as manufacturing states in the United States.
2. Make a list of ten of the leading manufacturing cities in the United States.
3. Make a list of three American labor organizations.
4. Make a list of five causes of unemployment.

Suggestion III.

1. Make a list of ten items that influence the cost of living. Check on this list the items you consider necessities and those you regard luxuries.
2. Explain why it costs more to live in some communities than in others.
3. Explain why it is that the costs of living are higher during some years than in others.
4. Explain why it is important not only that we live, but also how we live.
5. Explain why it is that some people have great sums of money at their disposal and others are not sure from day to day how they are going to get enough to pay for food, shelter, and clothing.

Suggestion IV. A reformer once made this statement from a public platform: “I am willing to concede that interest ought to be paid to a man who saves by self-denial out of a small income, but I resent the payment of interest to the capitalist whose great sums of money have cost him no self-denial or sacrifice.” Write out an argument for and an argument against such a point of view.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. Mr. A. was a naturalized American. When he took out his citizenship papers he had every intention of remaining a permanent resi-

dent of the country of his adoption. But as he grew past middle age he had a longing to return to the land of his birth. He had saved the modest sum of eight thousand dollars. He could not induce his children to go back to the old country with him. They were ambitious to become financially rich. They had visions of rising above the standard of industry and saving set by Mr. A. He had always been a "day laborer." So he and his wife sailed away without the children.

Why would Mr. A. be regarded as a rich man in the little town of his birth on "the other side"?

Case II. A group of workers in a city during the recent depression were employed by a large hotel. They became dissatisfied with their wages and conditions of work. So they planned to strike. One evening, at dinner hour, the entire force of "help" employed by this hotel failed to appear at their usual posts of work. The hotel had to turn away hundreds of patrons because it was totally unprepared for the so-called "walkout" of its help. Next day the hotel advertised for workers. Twice as many as needed responded to the call because unemployment was so great in the working ranks at the time. Needless to say, the vacancies were quickly filled, the hotel reopened, and the strikers not only were without pay, but without jobs.

Why did these strikers select such an unfortunate time for their "walkout"? Upon what did they fail to calculate? What made them confident that their strike would prove effective?

Case III. In a recent magazine article it was pointed out that during times of unemployment the rich are known to impose upon the laborers because of their anxiety for work at any price. For instance, a certain wealthy family, knowing servant labor was cheap, advertised for a college graduate to be employed as nursemaid for two children at \$10 a month, including board and lodging. Many applied for the job.

Was it right for this family to accept labor at such low wages? How did the N. R. A. code aim to rectify such unequal distribution of wealth in wage payments?

Case IV. Albert Stone is reported to have refused to be overpaid for his labor. Once, it is said, he made the Carnegie Institute reduce his pay before he would accept an appointment. At another time, he is said to have called the endorsement of advertised products "corruption," and to have refused to become a party to any such enterprise.

Do you agree with Stone in his point of view in such matters? Can you imagine yourself ever refusing pay because you consider yourself being overpaid?

Case V. Statistics are helpful if they are interpreted properly and are authentic. Here are some that may help you realize your average chances in life. They have been tabulated from figures obtained from one thousand life insurance companies and financial institutions.

At Age 25

There are 100 young men starting out in life without any capital except their own effort and ability. This is what happened to them.

23 are worth nothing.

18% are dependent.

When this age is reached, we find over 40 men who have made no progress, even though life is two-thirds gone.

At Age 35

6 have died.

7 are well-to-do.

62 have moderate means.

25 are worth nothing.

7% are dependent.

At Age 65

42 have died.

1 is rich.

7 are well-to-do.

50 have insufficient property income to support them without working or receiving assistance from others. Of this number 22 are worth nothing.

33% are dependent.

Of the 58 men living, only 8 have made a real success.

At Age 45

14 have died.

1 is rich.

10 are well-to-do.

53 have moderate means.

22 are worth nothing.

9% are dependent.

You will notice that at both ages of 35 and 45, a few over 30 men have made no progress whatever.

At Age 75

67 have died.

3 are well-to-do.

30 have insufficient property income to support them without working or receiving assistance. Of this number, 16 are worth nothing.

60% are dependent.

At Age 55

23 have died.

1 is rich.

13 are well-to-do.

40 have moderate means.

According to these records, what are the two basic factors that contribute toward making life a success? What is the meaning of success as laid out by the above statistics? Why would an active thrift program during the productive years of an individual's life improve the record shown above? Try making a graph based upon the figures.

Case VI. A family of four inherited ten thousand dollars. The parents had never managed to save any money of their own. They were both well past middle age; and the children, two girls, were aged 18 and 20.

Whom could they consult for sound advice as to how to invest this inheritance wisely?

FOR DISCUSSION

It is good for a democracy to have few rich men and many middle class and poor.

The only reason why people are willing to work is to gain money.

Social insurance places too heavy a responsibility on the employer.

There are not many honest ways of gaining great wealth.

Each state should have a law forbidding labor strikes.

FOR YOUR BULLETIN BOARD

Arrange for a picture display of modern labor-saving machinery. Appoint a committee to take charge of and to post the illustrations contributed. These pictures may be culled from many sources, trade journals, and advertising sections of current magazines and newspapers. Post the pictures entirely without captions or legends to identify them. After considerable curiosity in what they may represent has been aroused, have the committee chairman explain each labor-saving device to the class.

WRITTEN WORK

Suggestion I. Select five of our richest Americans and tell how their fortunes were gained.

Suggestion II. Find out all you can about Radio City, located in New York City. Write a paper explaining the project and describing the "city." Why is it often called the "Rockefeller Pyramid"?

Suggestion III. Write a magazine article on "The History of Money." Include in your narrative the various materials that have been used for money through the ages.

Suggestion IV. Draw a cartoon illustrating some section of this chapter.

Suggestion V. Write a report on the conservation policy of your state. Include in your report irrigation or reclamation projects undertaken by the state.

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4. DRISCOLL, CHARLES B., *Doubloons: A Story of Buried Treasure.*
5. FLYNN, J. T., *God's Gold.*
6. FORD, HENRY, *Edison as I Know Him.*
7. FORDYCE, W. DINGWALL, *In Search of Gold.*
8. NORRIS, FRANK, *The Pit.*
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10. SINCLAIR, UPTON, *King Coal.*
11. WALKER, CHARLES R., *Steel.*
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CHAPTER XXI

Enjoying the Wealth We Have

The Chapter Message

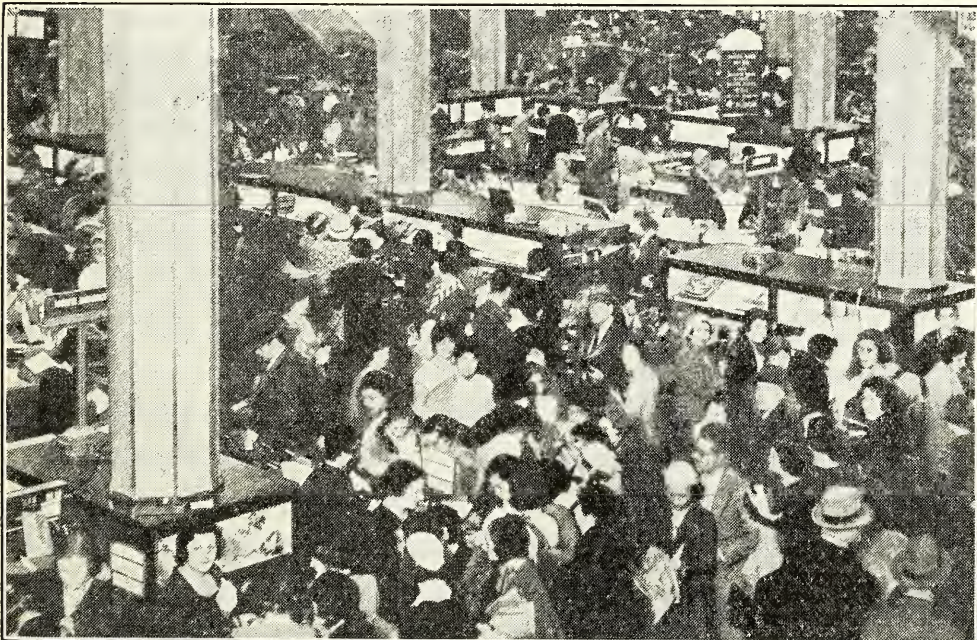
1. *We are consumers and the many materials which we buy are called "consumer's goods."*
2. *The wise choice of goods includes usefulness and variety.*
3. *The utility, or usefulness, of an article generally diminishes as the quantity of the commodity is increased.*
4. *The way we live and the goods we need and insist upon having determine our standard of living.*

Consumption. The final object of all business activity is to furnish the goods and services the people of the community want in order to satisfy their needs. These goods the community consumes. Consumption was simple among savages. Their productive powers, with few tools and little knowledge, were slight compared with ours. They had few goods and therefore few wants. We know now, however, that human wants are endless. An inventor seldom needs to fear that his invention will not arouse a want. Food, shelter, and clothing, visits to the movies and trips to the seashore, books and pictures, radios, and many other material things, are what is meant by the phrase "consumer's goods." We want these things not to sell, but to "use up" for our own satisfaction.

A business man in the course of years may “consume” a machine in his business of making shoes, but that kind of consumption which uses up something to produce some other goods to sell is not final consumption. It is *productive consumption*, a part of production.

Name four products purchasable at present which can be considered materials for productive consumption. Name four that are materials for final consumption.

Spending and Saving. Obviously so many things can be bought that very few of us ever have money enough to buy all we want. We must choose. Wise choice requires that the article we buy have a worth-while use for us. The Joneses like music, although none of them plays. Mr. Jones and his wife are undecided which to buy — a good, used piano offered to them for fifty dollars, or a radio. In that family the piano will have little use, while the radio will be many-sided in its usefulness. The piano would be a luxury — a commodity having slight utility compared with its



Ewing Galloway, N. Y.

The modern department store offers a wide variety of choices in buying. Does it require skill and sound judgment to shop wisely? Why?

cost. Jones's neighbor, Smith, may have a little girl who already has shown real talent for the piano. Smith, if he must choose, should buy the piano rather than the radio. In his case it is not only the many-sided usefulness that decides the choice. The piano is much more in keeping with the requirements of Smith's family than the radio. So a wise choice not only gives us articles of wide usefulness, but also those that fit in or harmonize with our activities, our knowledge, our abilities, and our way of living. It would be unusual for Jones to buy several radios or Smith several pianos. We would say that they ought to have more variety in goods. Does it not amount to the same thing if Jones, by no means wealthy, spends two hundred dollars for a radio? Had he spent only fifty dollars for it, he could also have given his family the pleasure of a good book, a handsome rug, an attractive picture for the living room, and a chance perhaps to visit a fine museum or art gallery. Variety, as well as wide usefulness, is a feature of wise choice.

A certain high school boy works with radios as his hobby. He admits that this is an expensive hobby for one who is not earning a living. The boy delivers papers, cuts lawns and hedges, and runs errands. Every cent he has goes into what he calls his radio fund. When he has enough money put aside he buys a new model radio with it. He owns more than half a dozen different models. Is he making unwise choice in his buying? Can one person find more than one radio a useful purchase?

This matter of wise choice is not given enough thought. We spend much time thinking about making goods and but little time studying how best to use them after they are made. The question of choices is perhaps a problem for girls even more than for boys. Most girls become home-makers, and home-makers spend about three fourths of the money that goes out for consumers' goods. Women make the choices among the goods that men folks produce.

Waste is not only the obvious failure to use all of something, or throwing away something still useful. Unwise choice, too, is wasteful. The saving of money may even be wasteful if the family would be better served *now* by commodities which the money would buy. Would it have been a wise choice for Smith to leave his money in the bank and allowed his daughter's talent for music to remain undeveloped? We must save. Illness, old age, accident, further education, a thousand and one things, may make demands upon our income which we cannot meet if we have not saved. But saving just to save is like spending just to spend. We should spend or save in order to get the greatest usefulness out of the act.

Conservation is the wise use and saving of our natural resources. Why did Theodore Roosevelt urge our nation to conserve its use of lumber, coal, and land? How can we use lumber and save it, too? Coal? Land? Is there any such thing as the conservation of human health and energy?

Diminishing Utility. Another thought is of value in this connection. Any want, no matter how great, is usually rather quickly satisfied. Jones read all the advertisements eagerly before he bought his radio; and afterwards paid little attention to them. One radio had great utility (usefulness) for him; a second one had almost none. Utility diminishes with each additional commodity of the same kind. John likes strawberry ice cream. He has had none for days. This afternoon he received a present of ten cents and set out to satisfy his urge for ice cream. He buys a plate of it. Will he trade it for a fifteen-cent movie ticket? Probably not. Suppose he finds a second dime in a rarely used pocket and orders a second plate. If the movie ticket is then offered, the utility of ice cream having diminished while that of the ticket has not, he probably will make the exchange. Suppose another plate of ice cream is set before him as fast as he eats the last one. The fifth or sixth may

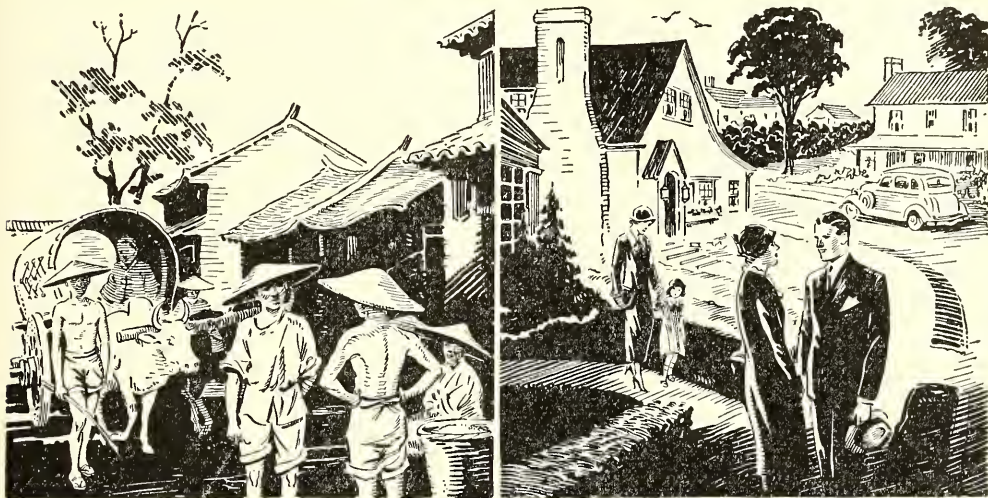
have diminished in utility so much that the mere sight of it turns his taste.

What has diminishing utility to do with wise choice? We want the greatest total utility from our choices. We must not buy so many units of a commodity that their utility to us diminishes quickly, but we should vary our commodities before the utility of any one of them greatly decreased. Budgeting or arranging for the spending of our income so that no department of our needs is slighted, is very helpful in making wise choices.

Name ten items which you consider should be included in every household budget. Explain why you consider it essential for the family to set aside annual funds for these items.

Standard of Living. The way we are accustomed to live, the goods we feel we must have and insist upon having, make our standard of living. Visit a family, notice what they have in the home, what they eat and wear, how they amuse themselves, where they go and what they see and do, what they strive for, and you have an excellent idea of their standard of living. The story is told of a man interested in coconuts who was disgusted with the shiftless labor of Pacific islanders who worked for a few cents a day. He believed if they were paid a dollar or two a day and made to work hard, a great output of coconuts would result. So it did. But after the first pay day no one came to work. These people had few needs (a low standard of living compared with ours) — a little food, less clothing, a hut, a few sticks of furniture, perhaps some tobacco and drink, a festival at holidays, that was enough. Mechanical refrigerators, automobiles, fine rugs, table linen, screens, electric lights, and education were entirely outside their experiences and needs. They had received for their work enough to live on for weeks. So why work? They stayed at home. Compare the standard of living of people like these with

that of your own family. Compare that of your family with that of a very wealthy family. Our standard of living shows the wisdom of our choices, it shows how wisely we



The people in the first picture have few conveniences of living and practically no luxuries. Those in the second picture have many conveniences and luxuries. Why is this so?

spend and how wisely we save, it shows how wisely we live from the economic standpoint. Production cannot continue to outrun consumption. Business waits on the consumer. Raise the standard of living by broadening and deepening worthy living, and business will benefit thereby.

Could any standard of living test be set in America? Name some of the living ideals we like to see people attain. Is it necessary for every one to own a house? An automobile? To have a telephone? A bathtub? Gas and electricity in the house? Steam heat? An iceless refrigerator? What would you call some of the basic necessities of living?

Summary. If production set the great economic problem for the people of yesterday and if distribution sets it today, then consumption is setting the problem for tomorrow. A factory owner knows how to get the most out of a machine. We consumers do not know how to get the most out of a radio. Some one has said that, "Man's genius went into the radio in order that it can tell us how good XYZ is to drink

or that we may hear the adventures of Tiny Tim." Is that the utility that consumers should seek?

To learn how to judge choices, to know when to spend and when not to spend, to study our standard of living in order that it shall improve life, are some of the problems of consumption the people of tomorrow should be able to answer better than we do today.

ANSWER BRIEFLY

1. What is the final object of all business activity?
2. What is meant by productive consumption?
3. How can spending be unwise? Saving?
4. What is meant by conservation?
5. Upon what does wise saving and spending depend?
6. Why is the question of wise choice of saving and of spending an important one for girls to consider? Is it not equally as important for boys?
7. Explain diminishing utility.
8. Why cannot a standard of living be determined like a law or a code?

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

consumer	diminishing utility
consumption	standard of living
production consumption	economy
utility	waste
conservation	natural resources
commodity	income
human wants	

Suggestion I. Construct a table in your notebook based upon the following items :

1. Occupations in your community.
2. Number engaged in each occupation.
3. Products of these occupations used by members of your community.

Suggestion II. Imagine yourself alone on a desert island like Robinson Crusoe. Make a list of ten things you enjoy the use of today which you would miss even in a primitive state of living.

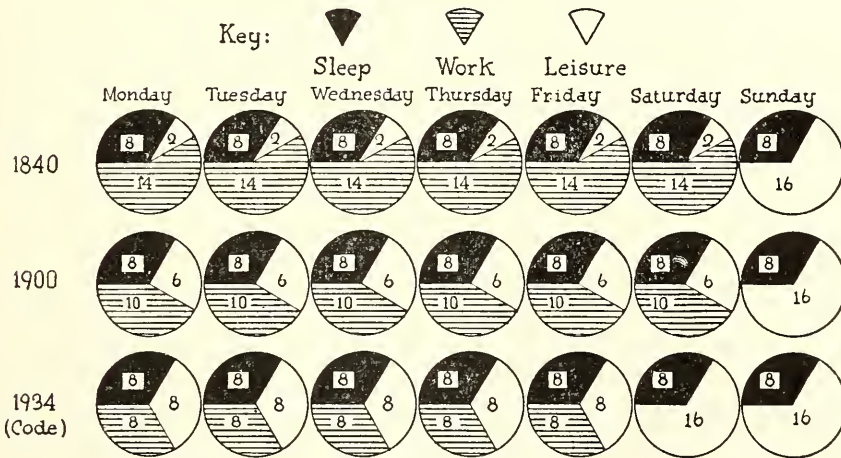
Suggestion III. Explain why there are people who maintain a standard of living which would be considered unattainable to some and distasteful to others.

Suggestion IV. Make a list of ten agencies through which materials pass *en route* from producer to consumer.

Suggestion V. Prepare a statement of your own budget. How much money do you get in the course of a year? From what sources? How are you going to dispose of it? How much for necessities? How much for amusement? How much will you save? How are you going to invest it?

Suggestion VI. Compare the worker's week in this industry in 1840 with 1900 and 1934. What happens to his hours of leisure over the same period? To his hours of sleep? What comment can you make about the effect of the "Machine Age" on a working week such as described above? Would the results be the same for other industries?

AVERAGE WEEK IN THE WEAVING INDUSTRY IN MASSACHUSETTS... 1840-1934



Suggestion VII. There are people who require a great deal of goods to maintain their standard of living and people whose wants and needs are very few. Regardless of the different planes of living, however, it is noticeable that the needs of the very young and of the very old are less, in proportion, to those who are neither very young nor very old. Draw a bar graph showing your idea of these proportional differences.

WRITTEN WORK

Suggestion I. A certain law in economics, known as Gresham's Law, states that when there are two kinds of money in circulation, money of great value and money of lesser value, the good money will drive the poor money out of circulation. Another law in economics, known as Engel's Law, states that as one's income increases the proportion of income spent on necessities decreases.

Study over these two laws, memorize them, read in library reference readings about them and write an explanation of each.

Suggestion II. Write out your reactions to the following statement: Too much competition in business is worse than too much monopoly.

FOR DISCUSSION

Business men are not interested in the conservation of natural resources. The retail merchant gets most of the consumer's money.

Advertising is to blame for much unwise spending on the part of the consumer.

Prices should be so fixed by law that the consumer would buy his supply of winter coal during the summer months.

FOR YOUR BULLETIN BOARD

Plan an advertising set-up for this chapter. Make an effort to test the powers of observation on the part of the members of the class. Post as many advertising slogans as you can assemble, but *do not post* the name of the firm or article involved. When the display is ready plan a game much like a spelling match with two teams under the leadership of a captain apiece. See which team can identify the greatest number of slogans.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. John has a mania for stamp collecting. He invests all his allowance and earnings in the buying and selling of stamps. Henry, on the other hand, is interested in airplanes. He is continually making airplane models. It is his ambition to own a plane some day.

Which of these hobbies seems the more worth while? Why?

Case II. Mr. Brown is a collector of valuable paintings. His banking business seems to him monotonous and uninteresting. But he has spent thousands of dollars and much time viewing, buying, and selling

canvases. The walls of his home are covered with works of art. When a person has a habit of spending for display rather than for utility and variety he is said to be a conspicuous consumer.

Do you think that Mr. Brown derives any real benefit by using his wealth in this way?

Case III. Mrs. X. claims that every one has some habit of saving. She knows one woman who saves soap, collecting all the "end" pieces of it and boiling them down into a form of liquid soap, so that each cake of soap used in her house is used to its maximum capacity. She tells of another woman who saves boxes; and another who cannot bear to throw away a crust of bread, no matter how small. Mrs. X. admits that any kind of a bargain appeals to her. She buys bargains whether or not she needs the article on sale.

Do you think every one has a "saving" habit? Are you aware of any personal habit of saving?

Case IV. Henry Ford grows soya beans in Georgia. He has 7,400 acres of them. The soya bean makes the button of the horn on the Ford car. Soya bean oil is used in mixing paint and in oiling casting molds in the manufacture of the Ford car.

Is this soya bean enterprise in the Ford industry an example of conservation of raw materials? Of productive consumption?

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2. BRANT, I., *Dollars and Sense*.
3. CIERVA, JEAN, *Wings of Tomorrow*.
4. COOLEY, ROBERT L. AND OTHERS, *My Life Work: Representative Industries* (series).
5. DOUGLAS, P. H., *Know America*.
6. EARHART, A. AND OTHERS, *All True*.
7. HUBERMAN, L., *We, the People*.
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CHAPTER XXII

A Few Disturbing Economic Questions

The Chapter Message

1. *The desire for profit often leads to monopoly.*
2. *Both capitalist and laborer are interested in securing a share in the profits.*
3. *Sometimes monopolies are so large they destroy the force of free competition.*
4. *Monopolies may be complete or partial.*
5. *Substitution threatens monopoly prices.*
6. *Monopolies have been restrained by law.*
7. *Capital and labor are ever waging an industrial war.*
8. *There are many agencies for industrial peace.*
9. *The government has provided considerable regulation of and aid to industry.*
10. *The entrance of women and children into industrial fields has raised serious problems.*

The Desire for Profit. There is much dissatisfaction with our manner of producing and sharing wealth. The object of the business man is to make profits. But our system of free competition tends to keep prices so low that often there is very little profit. The desire for profit is a sharp spur, so that business men seek ways to secure profits by escaping the restrictions of competition.

Point out some great industry which you have observed in the process of keen competition. Has it threatened to control the public market?

Two-Sided Problem. This same desire for wealth has stirred the working man to claim a greater share in the profits of what is produced. When a third of our people live in poverty, or close to it, the claim of the laborer cannot justly be ignored. The insistence of labor that it does not receive its fair share of the nation's wealth has been the most disturbing economic question of our time. Many other economic questions can be raised — questions about waste in industry, about causes and cures for depressions, about raising standards of living — but the effort on the one hand of business management to monopolize wealth, and the effort on the other hand of labor to get a greater share of wealth are problems of the greatest importance in our business world today.

Cite an instance where a small dealer had to give way to the force of monopoly. Is this a healthy industrial situation? There are two sides to this question; present both.

Monopolies. Monopolies may be complete or partial. Our post office is an example of a complete monopoly. Other examples are the trolley company, the electric company, and the telephone company. A partial monopoly exists when there are other competitors in existence which hold in check the monopolist. Monopolists use different methods. Some have such a complete "corner on the market" (control of certain industries) that they can fix their prices without fear of competition. Others sell in large quantities at low prices and thus flood the market with their product.

One of the greatest threats to monopoly nowadays is substitution. A product will appear on the market, capture the public's fancy, and sell well. Another business group, in the meantime, may be able to create a substitute for that product,

sell it for less, and lure many times more customers than did the original. This has been true in the fountain-pen and patented-pencil industry. The threat of substitution limits monopoly prices.

Name any large American industries which you believe could be considered monopolies in their fields of industry.

Restraining Big Business. Big business, we have found in our national experience, needs restraining. It has sometimes grown so powerful that it has been considered a public menace. During the period of trust development, 1882-1900, there came a demand for restraint. Appeals were made to the government for help because the states found that they could not handle the situation. Laws were passed which voiced the request of the public for protection against the monopolizing influence of the railroads. They were charging rates that were not uniform. They were discriminating in favor of some shippers and against others. They were pooling their interests, that is, dividing their total receipts, thus avoiding competition and lower rates. Inasmuch as the railroads were considered "common carriers," that is, expected to serve everybody alike, in 1887 the national government stepped in and attempted to control their monopolizing practices by passing the Interstate Commerce Act. Many successive acts have been passed since then affecting the railroads.

In the first year of Franklin D. Roosevelt's administration, the program to overcome the depression included a new "set-up" for business. Instead of cutthroat competition in business each industry was organized as a unit by itself, and a "code" for that particular industry determined hours of labor, wages, working conditions, and so on. In these units labor and capital were to coöperate in setting up standards for the industry.

If you were president of a large corporation would you be opposed to having your business interfered with by government?

The Industrial War. 1. *The Employee.* The struggle of labor for a larger share of profits has been so sharp and prolonged that it is known as an industrial war. Organized labor has developed its own weapon. To face the capitalist employer it resorted to the *strike*, an all-man desertion of the job to force the capitalist to come to terms. In some trade circles the laborers resorted to *sabotage*, or the destruction of the employer's property, in hopes that such drastic action might force him to arbitrate. The *boycott* was another of their weapons of warfare. This was an appeal to outsiders not to use the goods of their employer. These were some of the ways generally tried by labor to satisfy its demands for better wages, hours, and working conditions. One of its demands was to have the closed shop, that is, the shop which employs only workers who belong to the union. Whenever labor disputes arose, the union workers would demand *collective bargaining*; that is an arbitration committee composed of representatives from the labor group as well as from the capitalist. The power of collective bargaining has been the greatest argument labor has had for forming and using *unions of wage earners*. One of the problems of the Roosevelt recovery program was to get the representatives of big business and of the independent labor unions to coöperate in forming industrial codes.

Why do you think the average employer should be able to understand the industrial viewpoint of the employee even if he cannot wholly agree with it, or does not desire to comply with it?

2. *The Employer.* Employers have their methods for countering the demands of labor. They have used the *lock-out*, a weapon which embarrassed the worker by shutting down the plant and holding up business operations until strikers came to terms. There was created a *blacklist*, a secret list circulated among employers giving the names of workers who had caused trouble, thus preventing their reëmployment in the industry. Most capitalists tried to maintain the *open*

shop, that is, accepted services of nonunion as well as union men. Finally, the employer resorted to the use of the *injunction*. An injunction is an order from a court forcing a person or persons either to do or to cease doing certain things. The famous Pullman car strike of 1890 is a good illustration of this. The strikers not only left their work, but indulged in sabotage of the cars. These trains were carrying United States mail. So the court issued an injunction against the strikers ordering them to cease their destruction of railway property and their interference with the mail.

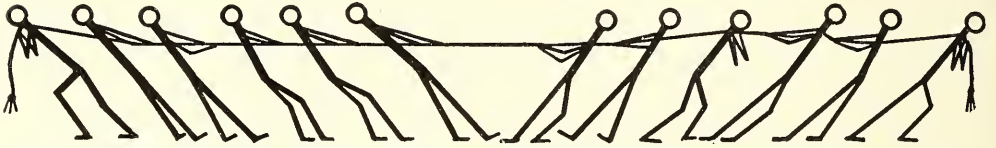
Do you think that the average employee should be able to understand the industrial viewpoint of the capitalist? Why?

The Situation Today. The industrial war continues to be waged. Labor makes its demands. It wants the right to organize. It wants collective bargaining; that is, during periods of dispute to send representatives of its own choosing to the conference. It wants a greater share in the profits. It wants more of a voice in the management of industry. It wants a shorter working day. It wants better working conditions. It wants the unions recognized. These are demands of labor during times of prosperity and employment. Labor unions have done much toward making the life of the laborer a happier one in this Machine Age. Laws restricting the power of the capitalists have helped him. But the present situation is by no means satisfactory. It is to be hoped that labor will be able to sustain the standard of living which has long been the pride of industrial America.

Capital has its wants. It likes "big business." It resorts to organizations in the form of business mergers. It needs available wealth to develop industries. It does not want to be dictated to by laws or unions. It is engaged in business for the same purpose as the laborer — to share in the rewards of industry. Capitalists in general prefer the open shop to the closed shop. Very few of them willingly share

the management of their industry with the workers. A great many of them share, to some extent, the rewards of industry with their employees; that is, they pay good wages and give besides insurance protection, and during years of plenty, bonuses, stocks, and commission profits.

Are these good reasons why two such divergent viewpoints as those of capitalist and laborer should meet amicably around a council table?



Will capital and labor ever pull in the same direction? Why should they coöperate with each other?

Agencies for Industrial Peace. What are the chances of bringing about greater industrial peace and happiness? *Profit sharing* is frequently suggested. If an employer wishes to keep his workers satisfied, he might try dividing the profits on a more equitable basis than has been the custom in the past. Employers will also claim more of the workers' interest if they permit labor to *share in the management* of the business. *Shop councils*, with representatives of men and management, are a form of organization in which workers are given a real share in controlling certain parts of the business. They are a step toward democratic control of business. *Welfare work* has been tried by the company to set up better relations between employee and employer. When workers see that their employers are not regarding them as machines they are encouraged to do better work. Sick rooms, rest rooms, cafeterias, ball grounds, athletic fields and contests, group meetings, movies, and like forms of relaxation and welfare aid are among the improvements for workers which many firms have adopted. Sometimes, however, labor is suspicious of these efforts of employers. Workers demand, instead, sufficient share in profits so they may provide these comforts for themselves.



Rest rooms are frequently provided for employees. Of what benefit are such rooms to employees? Why is it profitable for employers to provide rest rooms for employees?

There are *boards of mediation* provided by the state to settle disputes amicably. There are *state laws*, too, that hold the employer responsible to a limited extent. Some states have Employers' Liability laws whereby the employer is responsible to the employee in case of accident incurred during working hours. There are, in some states, Workingmen's Compensation Acts permitting the worker to bring certain claims against his employer because of illness, accident, or death. Boards of arbitration are set up during serious disputes, with members named by employers and labor (and sometimes by government) to settle the difficulty if they can. If their decision must be accepted, the arbitration is known as compulsory. Sometimes labor and management draw up an agreement fixing for a number of years such matters as hours, wages, and conditions of work. This is called a *trade agreement*. In 1933 a National Labor Board

was established to adjust difficulties arising under the NRA (National Recovery Administration).

If you were an employer who had occasion to engage the labor of thousands of workers, which of these agencies for industrial peace would you favor? Why?

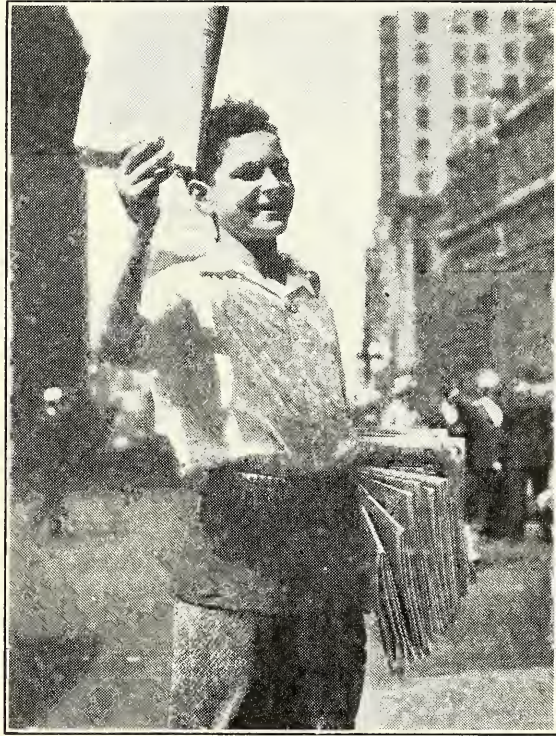
Federal Government Industrial Agencies. How about the third party to this enterprise, the people? Through their agent, the government, labor has received benefits. The national government has a Department of Labor which gathers statistical information concerning conditions of industry throughout the nation. It lends assistance in the form of advice whenever it can. The federal government also has a Children's Bureau, the chief function of which is child welfare in the field of industry, and a Women's Bureau for the purpose of aiding industrial conditions among women. The federal government has many employees for whom it fixes wages, hours of work, and conditions for work. In times of depression the federal government aids in obtaining jobs for the unemployed.

State Government Industrial Agencies. *State constitutions*, especially the more recent ones, sometimes make mention of labor. One state constitution forbids the circulation of blacklists. Another forbids the passage of any law creating a fixed wage. Many states have a child-employment law. Most states have *labor bureaus* for gathering labor statistics and for issuing bulletins of interest to labor. A few states have minimum wage laws which establish the lowest wages that may be paid in industry. Some states have *laws* forbidding the employment of women for night work or the employment of workers beyond a stated number of hours. A few states have employment bonuses to assist the unemployed in finding work. Nearly all the states provide for the incorporation of labor unions. So you see that the state and national governments are by no means unaware of the need for labor regulation.

Children in Industry. The Industrial Revolution opened the doors of industry to women and children. Terrible tales are told of children, sometimes younger than six, being hired out to factory owners and worked to death. Society became aware of the situation and passed laws forbidding the practice. But children have continued to be employed in industry, and to a greater extent than we like to admit.

The bad effects of child labor are almost too obvious to mention. It is injurious to health. It stunts mental growth. It shuts the door of educational opportunity. It indulges lazy parents. It discourages honest desire on the part of children to work, when they are grown up. They see that they are handicapped. They realize that they hold menial "blind alley" jobs. They resent this. So they drift from one job to another aimlessly. For years peoples have fought against child labor. Every state now regulates such labor and an amendment to permit Congress to regulate the labor of all persons under eighteen years of age is now before our states for ratification.

The greatest step toward the elimination of child labor was its prohibition in the N.I.R.A. codes of 1933. Thus by a decree of the President, authorized by Congress, a



Ewing Galloway, N. Y.

The "newsboy" is a common figure on our streets. Does the proposed Child Labor Amendment (June 1, 1933) affect the newsboy's business? Why should it?

*Wide World*

Do you recognize the woman in this picture? In what way do working men and women depend upon her?

difficult social and economic problem was at least temporarily solved.

Would you favor the adoption of a child labor amendment to the Federal Constitution? State reasons.

Women in Industry. The entrance of women into the field of industry has given rise to many serious social problems. The mother in industry cannot give her children proper care and attention. The working woman has also presented a serious situation for the working man. Women workers will accept lower wages than men and, in consequence, they frequently displace men. The physical constitution of a woman will not stand the strain of steady manual work as will that of a man. There are certain occupations in which women cannot engage without endangering their health or home life. However, the last fifty years show that women are in industry to stay. In certain lines of work they have proved

themselves more capable than men. But that is no reason why the American standard of living should be imperiled. The home-making impulse is strong in girls. That is the career for which most of them are best fitted. A minimum-wage law might do away with woman's temptation to hire herself out as cheap labor. Certainly it would provide her with means for the decent living to which she is entitled.

Conclusion. You are now acquainted with capital and labor, and their industrial disputes. You have read about the dangers of monopoly into which big business can run, and the reasons why the government has had to make laws restraining the harmful effects of large-scale industries. The laborer has his viewpoint and the capitalist also has his viewpoint. Each has definite wants or aims and definite weapons of defense. Peace must be established some day. What the solution will be no one knows. Government, both state and national, is doing what it can by way of legislation. Meanwhile men, women, and children have become involved in the work-a-day world. The unrevealed chapters of the great future of industry ought to prove very interesting to each new generation as it inherits the problem.

How does the industrial future look to you in the light of present conditions? What changes in our attitude toward work have been brought about by the National Relief Administration?

ANSWER BRIEFLY

1. What is the viewpoint of the business man regarding his investment of energy, capital, and brain power?
2. What are some of the laborer's economic desires?
3. How can monopolies threaten free competition?
4. What is a complete monopoly? A partial monopoly?
5. How is monopoly threatened by substitution?
6. Why is it necessary to restrain "big business"?
7. Name and explain four weapons labor has used in its so-called industrial war waged against capital.
8. Name and explain three weapons capital has used in the industrial war waged against labor.

- 9. Which side of this industrial controversy do you favor? Why?
- 10. Name three agencies that make for industrial peace.
- 11. What can be said for and against the entrance of women in the fields of industry?

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

bonus	violation	union
share of profits	trade agreement	lockout
restraint	mass production	blacklist
curtailed	strike	injunction
"common carrier"	sabotage	board of mediation
pooling	boycott	board of arbitration
merger	closed shop	labor bureau
trust	open shop	employer
partnership	collective bargaining	employee
company		

Suggestion I.

- 1. Make a list of three things the capitalist contributes to business.
- 2. Make a list of three things the laborer contributes to business.
- 3. Make a list of the leading large-scale business enterprises in your community.
- 4. Make a list of three advantages and three disadvantages of an industrial monopoly.

Suggestion II. Complete the following table in your notebook.

INDUSTRIAL PEACE

AGENCIES OF INDUSTRIAL PEACE	ADVANTAGES	DISADVANTAGES

Suggestion III. Complete the following table in your notebook.

EMPLOYER AND EMPLOYEE

SOME THINGS AN EMPLOYER OWES HIS EMPLOYEE	SOME THINGS THE EMPLOYEE OWES THE EMPLOYER
1. 2.	1. 2.

Suggestion IV.

1. State five causes for, and five results of, unemployment.
2. State five risks incurred by laborers.
3. State five provisions a law regulating the labor of women and children ought to contain.
4. State three methods of settling labor disputes.
5. Secure the last census figures and make note of (a) the total number of people in the United States gainfully employed, (b) the number of these that are women, (c) the number that are children of ten years to fifteen. Can you find an estimate for the current year?

Suggestion V. Make a bar graph based upon the figures of this table.

YEAR	NUMBER OF STRIKES AND LOCKOUTS	YEAR	NUMBER OF STRIKES AND LOCKOUTS
1916	3789	1923	1553
1917	4450	1924	1249
1918	3353	1925	1301
1919	3630	1926	1035
1920	3411	1927	734
1921	2385	1928	629
1922	1112	1933	570

FOR DISCUSSION

All advertising should be regulated by federal law.

There should be a federal law compelling all employers to pay a minimum wage to workers.

All employees should be retired on a pension at a certain age.

All children under eighteen years of age should be forbidden by law to work for pay.

All states should have laws forbidding strikes.

FOR YOUR BULLETIN BOARD

The expression "captains of industry" is sometimes used to designate those industrial leaders who are at the helms of big business enterprises. We are all interested in them because they represent the highest industrial power. Secure pictures of these men and post them on the bulletin board unidentified. Have a class contest for identification. Post at the top of the board a printed caption: "Who's Who in Industry." It should prove very interesting for you to see how many pictures the class can contribute for this purpose. Also find and post pictures of prominent labor leaders.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. Mr. Black owned a large factory. He was once a worker in the factory. By dint of saving and careful investment he managed to set aside considerable sums of money while working his way up through the ranks. He rose to shop foreman, then to head foreman, then to superintendent, and on and on in advancing positions until he became the owner of the business. One day he announced, in a bulletin sent around to all the workers, that he would conduct the business on a profit-sharing basis. This he did, and when he died, his will revealed the astounding news that he had given the entire factory to the workers to be run by them coöperatively. He left to his widow and son a very modest sum as their inheritance.

Do you approve of this man's business ethics? Do you think he was dealing fairly with his family, especially with his son? What difficulties will the men of the factory now face? How will they probably meet these difficulties?

Case II. A strike was called by a local labor union. It was a *sympathetic* strike, that is, one requested by a neighboring union in order to cripple more than one arm of the industry involved. A certain man refused to strike. He was not a member of the union ordering the strike and claimed he bore no grudge against his employers. He was stoned by "picketers" on his way to work and severely injured.

Had you been in this man's place would you have complied with the union's request even though you did not approve of it?

Case III. A Mr. Stewart worked in a leather factory. His place of labor was near an open shaft across the end of which was a huge sign reading, "Danger, keep away." One day Mr. Stewart forgot and stepped too near the shaft. The fall which resulted crippled him so that he was unable to return to work. He sued his employer. The court decided against Mr. Stewart.

Does it seem to you that the decision favored the employer in this case? State reasons for your answer.

Case IV. Laws have been passed in some states forbidding the employment of boys in coal mines.

What harm is there in allowing a boy to work in mines while he is young and equipped with a generous supply of energy?

WRITTEN WORK

Suggestion I. Consult library reference readings to develop a theme on one of the following topics:

The American Federation of Labor.

Famous Trusts.

The National Industrial Recovery Administration.

The Codes in the New Deal.

Suggestion II. From bulletins that you can obtain by writing to the Children's Bureau, Department of Labor, Washington, D. C., find out for your own state and three or four other states how old children must be before they may be employed, whether there are different ages in different industries, how many hours a week they may work. Is there a law in your state affecting newsboys? bootblacks? messenger boys? Is the law the same for boys and girls? How were all these laws affected by the N.I.R.A. codes?

Suggestion III. Write a short one-act play portraying industrial difficulties between an employer and his employees. Include a strike and its result. Try to have the employer brought to reasonable conciliatory terms which end the strike and return the workers to their jobs. It is possible to have this story staged in the employer's office.

READING FOR RECREATION

1. BACHMAN, F. P., *Great Inventors and Their Inventions.*
2. COOLEY, R. L., *Representative Industries and Trades.*
3. FLEISCHMAN, D. E., *Outline of Careers for Women.*
4. FRASER, C. C., *Work-a-Day Heroes.*
5. HAWKES, E., *Boy's Book of Remarkable Machinery.*
6. LORIMER, G. H., *Letters of a Self-Made Merchant to His Son.*
7. MUIR, J., *Story of My Boyhood and Youth.*
8. PROCTOR, W. M., *The World's Work and Its Worker.*
9. WILDMAN, E., *Famous Leaders of Industry.*
10. WILKINS, H. T., *Marvels of Modern Mechanics.*

A WORKING BIBLIOGRAPHY

I. For the Pupil

1. ATKINS, W. E. AND WUBNIG, A., *Our Economic World.*
2. BOK, E., *The Americanization of Edward Bok.*
3. FAULKNER, H. U., *American Economic History.*
4. HART, A. B., *Twentieth Century United States.*
5. JACKSON, B. B., DEMING, N. H. AND BEMIS, B. I., *Thrift and Success.*
6. JANZEN, C. C. AND STEPHENSON, O. W., *Everyday Economics.*
7. MARSHALL, L. C., *The Story of Human Progress.*
8. PACKARD, L. C. AND OTHERS: *The Nations at Work — An Industrial and Commercial Geography.*

9. PATTERSON, S. H. AND SCHOLZ, K. W. H., *Economic Problems of Modern Life.*
10. TOWNE, E. T., *Social Problems.*
11. WELLS, L. C., *Work, Wealth, and Happiness of Mankind.*
12. WIESE, M. J. AND RETICKER, R., *The Modern Worker.*

II. *For the Teacher*

1. ATKINS, W. E. AND OTHERS: *Economic Behavior.*
2. ATKINS, W. E. AND WUBNIG, A., *Our Economic World.*
3. BOGART, E. L. AND THOMPSON, C. M., *Readings in the Economic History of the United States.*
4. BRISSENDEN, P. F., *The I. W. W.*
5. BYE, R. T., *Principles of Economics.*
6. CARLTON, F. T., *The History and Problems of Organized Labor.*
7. DOW, G. S., *Society and Its Problems.*
8. JANZEN, C. C. AND STEPHENSON, O. W., *Everyday Economics.*
9. KLEIN, P., *The Burden of the Unemployed.*
10. LUTZ, H. L. AND STANTON, B. F., *An Introduction to Economics.*
11. MARSHALL, L. C. AND WIESE, L. C., *Modern Business.*
12. SCHLICHTER, S. H., *Modern Economic Society.*
13. TUGWELL, R. G. AND HILL, H. C., *Our Economic Society.*
14. TURNER, J. R., *Introduction to Economics.*
15. WELD, W. E. AND TOSTLEBE, A. S. A., *A Case Book for Economics.*

Unit Six

YOU EXPLORE IMPORTANT FACTS ABOUT
GOVERNMENT



What a galaxy of activity modern government represents! Name the activities of local, state, and national government that this illustration reveals. Of what value to the individual is the press in surveying government services?

CHAPTER XXIII

Government

The Chapter Message

1. *Government is the agency by which people are ruled and controlled.*
2. *We need some sort of control — government.*
3. *Our system of government, consisting of state and national governments, is called a federal system.*
4. *Ours is a representative democracy, or republican form of government.*
5. *Government does a great many things for us.*
6. *We believe that democracy is the best form of government for our nation.*
7. *Democracy, however, has its points of weakness.*
8. *The older we grow as a nation, the greater are the demands that we make upon government.*

What Is Government? Government has developed out of the need for law and order. Because of government we enjoy the privileges of our citizenship. Government, perhaps, can be described best as the agency by means of which people are ruled and controlled. Communities and states set up for themselves policies and standards for group living and establish the “machinery” — government — to carry them out.

If you imagine that you are not interested in political affairs, it may be because you are not sufficiently well ac-

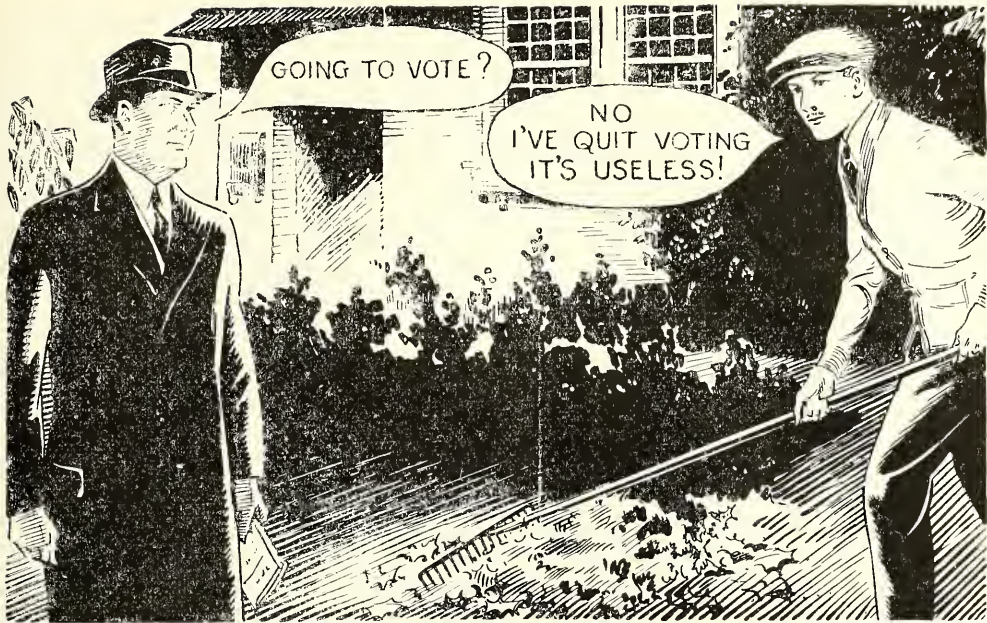
quainted with them. The subject of government is a most important field for study and investigation. It is a mark of good citizenship for an individual to have an understanding of the form and functions of his government. But we have among us two types of citizens. The active citizens are those who are well informed about their government and



Do you know what this picture represents? What characteristics of a good leader does it suggest? Are there indications that the people are coöperating with the government?

ready, even eager, to coöperate with it. Then, there is the passive citizen, who is disinterested, indifferent, and inclined to be a civic shirker. William Penn, a remarkable citizen in every way, wrote this about government, "When all is said, there is hardly any form of government so ill-designed by its first founders that in good hands would not do well enough, and history tells us that the best in ill ones can do nothing that is great or good. Governments, like clocks, go from the motion men give them, and as governments are made and moved by men, so by them they are ruined, too."

Upon whom did William Penn place the responsibility for good government? Is his viewpoint still valid today?



Why should every citizen vote? What generally happens in a community when the citizens are not interested in its manner of government?

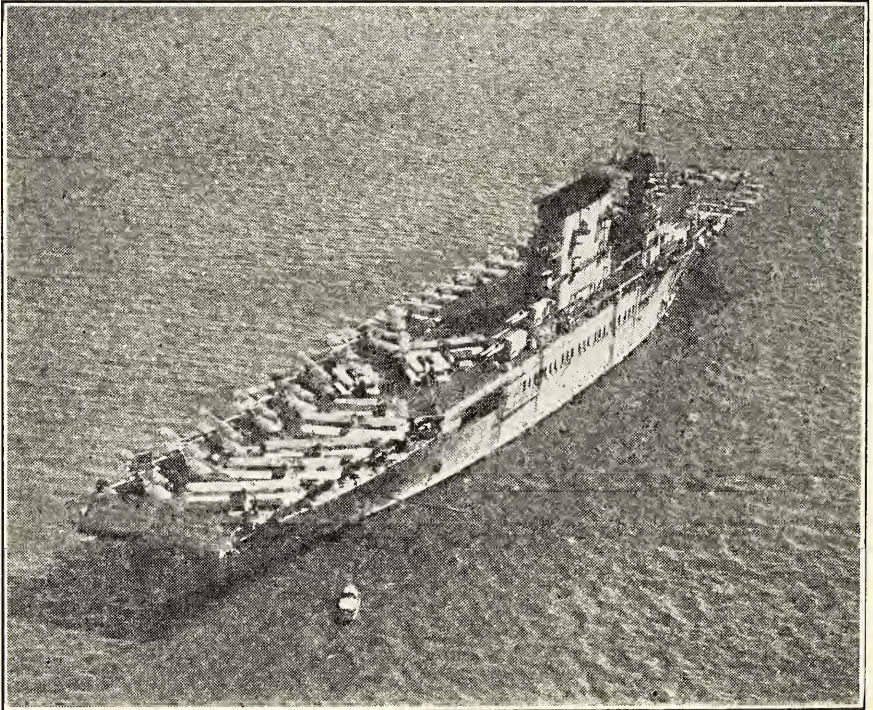
Do We Need Government? You will admit that people need to be governed. Make a test for yourself of what would happen if there were no government in the various groups with which you are associated — in school, at home, in the state, or in the nation. Take an illustration of games. You play games. Suppose there were no rules, could there be a game? Suppose you made up the rules of a game on the spur of the moment. What would be the result?

Governing Groups. The groups you have studied so far have been of an industrial, educational, social, religious, or economic nature. You now come to an examination of what is called the governing or the *political groups*. The individual in the United States lives under various governing groups. We call our system of government a *federal government* because it is made up of many smaller states. The national or federal government exercises authority over the entire nation and our island possessions beyond the seas. Besides being subject to the laws of the federal government each of the forty-eight states has laws of its own. In each state

there are various forms of local governments. There are a considerable number of local governing units in each state, so that an individual is responsible to several governing units.

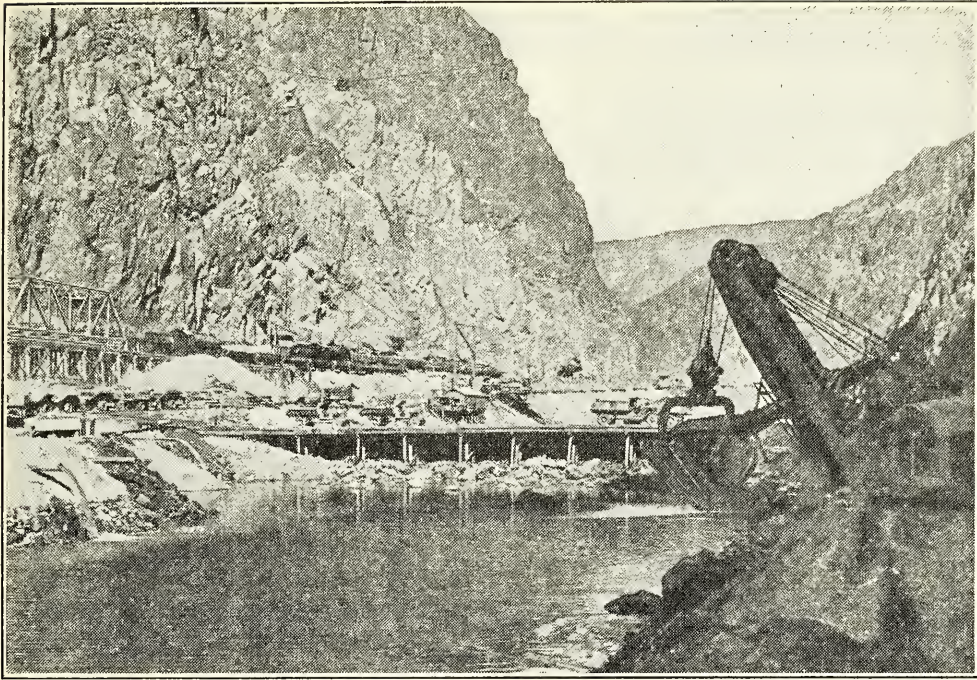
Reasons for Government. We want our government to assure us peace and security, justice and personal service. The preamble of our Constitution states that we have set up our government "in order to form a more perfect Union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity."

We used to think that public defense was the most important task performed by government, but we have come to realize that, while the protection of life and property is a very necessary service performed by government, the constructive functions of government are of far greater importance. If governments provide for education and recreation,



Ewing Galloway, N. Y.

A modern airplane carrier accompanies our fleet. Do nations still act on the assumption that national defense is their greatest duty? Why?



Wide World

Boulder Dam — a national project. Of what service to the nation as a whole is an enterprise like this?

if business and industry are so regulated as to keep people gainfully employed, if the enforcing of laws necessary to restrain criminals is not too much of a burden, then government will be compelled to spend less energy and money on the various phases of protection and more on constructive services such as charitable relief, education, scientific research, and on the construction and operation of public works, such as Boulder Dam, Muscle Shoals, roads, bridges, and canals, and the conservation of our national resources.

It has been said that "the business of government is to make all government unnecessary, just as wise parents bring up their children to do without them." Do you agree?

The Best Kind of Government. Who can say what is the best possible kind of government? The anarchist claims that there is no need for any form of government. The *laissez-faire* advocates claim that the government is tempted to do too much for the individual, and so they propose a

"let-alone" policy. They say that government should do no more than organize for defense, maintain peace and order, and administer justice. Thomas Jefferson held this idea of government. The socialist theory which is opposed to the *laissez-faire* theory maintains that government should undertake as much as possible for the cause of general welfare. Russia is now trying this theory of government. The communists go a step further. They would have the workers take over all public enterprises and abolish private ownership of all property and private operation of all industry. Russia hopes to achieve this latter ideal some day.

The citizens of America like to believe that they have steered a middle course in the operation of their government. They believe in a representative democracy, a republican form of government in which representatives are chosen by the people to act for them in the conduct of public affairs.

An Englishman, Richard Cobden, wrote, "Democracy forms no element in the materials of English character. We do not advocate the adoption of a democratic government for our people at this moment. But the examples held forth to us by the Americans of strict economy, of peaceful noninterference, of universal education, and of other public improvements, may and must be emulated by the Government of our country." This was written in 1856. Keeping in mind this excerpt, read what Lord Bryce has to say about American democracy in his book *Modern Democracies*, Vol. ii, chs. 73-75.

What Is Democracy? Democracy stands for a great many things. It implies the right of the people to vote. It guarantees equality of suffrage, that is, one vote to every qualified citizen. A poor man's vote counts equally with that of the millionaire. Democracy believes in the rule of the majority. It permits the voters to choose their public officials. It places responsibility for efficiency in office on the voting population.

Sometimes it is easier to understand what democracy

means by observing the things it does not countenance. It does not mean that the rule of the majority must exclude the voice of the minority. Often a speaker representing the minority is heard in the halls of Congress. Democracy does not mean the absolute equality of all men in all respects. It implies equality of *opportunity*. Democracy does not require that all public officials be elected. Some are appointed, some are chosen through the merit system. Democracy does not require rotation in office, that is, the election of a new official each new election. Some of our officials are reelected term after term.

Advantages of Democratic Government. We like our form of democracy because it is a government by the people. We like its security against tyranny, even amid the constant changes under which our democracy operates. We believe that, as a form of government, a democracy gives more satisfaction to the masses of voters than does a monarchy or aristocracy. We like democracy because it is a practical form of government. It furnishes opportunity to the people to take part in it. We admit it has many faults, but we believe that its advantages outweigh its faults. Sometimes money exerts an evil influence in our democracy. Sometimes political bosses are permitted to abuse the ideals of our democracy. Yet it has inspired loyalty and patriotism among us. It has often witnessed a willingness on the part of the citizens to surrender privileges in times of emergencies, such as in war or in extreme need during periods of peace. And our citizens have reasserted their rights when such crises were over.

What do you think are some of the weaknesses of democracy?

Aims of Our Democracy. The aims of our democracy are few and simple. We want to develop a government based upon the consent and intelligence of the governed. We want our citizens qualified for self-government. We want them interested in government. We want them to have

a keen sense of civic responsibility. We want them to be proud of their rights to govern themselves. Finally, we want them to be ambitious for a program of government that will safeguard general welfare, that is to say, will aim to give the greatest good to the greatest number. In a democracy each individual should, to the largest possible degree, have the right of personal liberty as long as it does not interfere with his neighbor's freedom of action.

Representative Democracy. Our American democracy is a *representative* democracy. Not every voter can be an office holder. Not every citizen can pause, in his daily business of living, to make laws and see that they are carried out. So we elect representatives. We send these representatives to our state legislatures, and to the national legislature, or Congress. A legislature is a lawmaking body. In many states we also choose judges to interpret the laws and settle disputes. We elect officials to carry out the laws and the decisions of judges. As a voting citizen it will be very important for you to understand your representative democracy.

Direct Democracy. It is not necessary for us to delegate the functions of our government entirely to representatives. There are forms of direct legislation known as the initiative, referendum, and recall. The *initiative* permits a small percentage of voters to prepare a bill and to have it submitted to the entire voting group for acceptance or rejection. Many states now use this form of direct legislation. The *referendum* also permits a small percentage of voters to demand that a law enacted by the legislature be submitted to popular vote for acceptance or rejection. The *recall* is the right of a certain percentage of voters to seek the removal of any elected officeholder before the expiration of his regular term of office, by having his name again submitted to popular vote for acceptance or rejection. These devices are examples of pure or direct democracy, which is very different from representative democracy.

What do you think are several weaknesses of direct legislation?
Under what circumstances will it work to best advantage?

Our Experience with Democracy. It has been our experience in the United States that the older we grow as a nation, the more dependent upon government we as a people become. As government has widened its spheres of activity, it has come closer to the life of the individual. Today you have better opportunities of becoming acquainted with the functions of government than had the people living in the United States one hundred years ago. Why? Because more recent activities of the government, such as health protection, regulation of industry and business, care of the poor and unemployed, and provision for recreation, traffic rules, and other activities, directly affect the daily life of the individual.

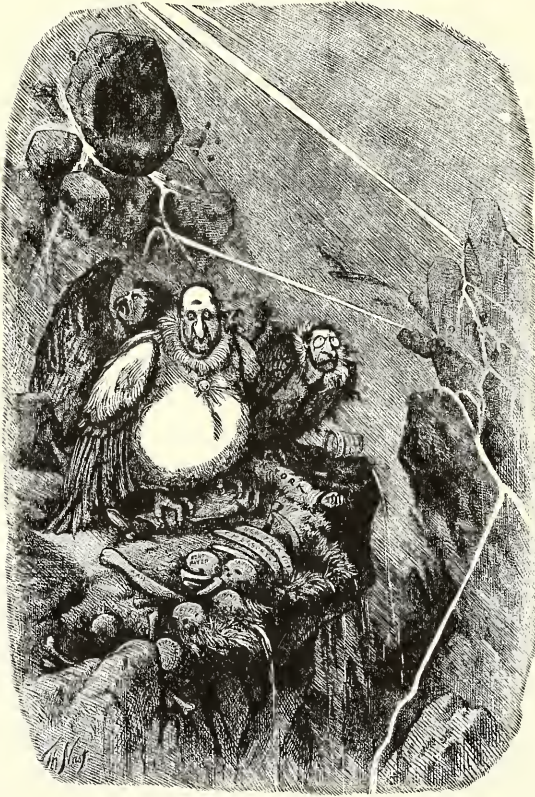
You and Your Democracy. As a juvenile citizen, you will want to know all you can about the structure and operation of your democracy. When you become an adult citizen, you will want to be able to judge whether or not the people whom you elect to carry out the functions of government are holding to a high standard of American citizenship. A mark of good citizenship in a democracy is a thorough understanding of your forms of govern-



Wide World

A young citizen occupies an official's chair for one day to learn about government, first hand.

ment. A mark of good government in a democracy is that the government is responsive to the wish of the people. If the



This is a cartoon of the famous "Tweed Ring," once powerful in New York City politics. What is portrayed as happening to this "ring" happens ultimately to all dishonest public officials. Is a community responsible to some extent for political "rings" that exist in their midst?

people of a democracy progress, the government must progress with them, or if they do not prosper it will lag behind the demands and needs of the times, and become a burden instead of a service. You may well feel proud of the achievements of the democratic government that has existed in the United States since 1789, but you must not be unaware of the fact that our democracy is not perfect. We have not yet worked out the solution for unemployment, for poverty and crime, for slums and industrial injustices, and for the graft, corruption, and

misrule which have repeatedly besmirched our ideals of good government.

How far do you think democracy depends for its success on an educated citizenry?

ANSWER BRIEFLY

1. Define Government. Democracy. Representative Democracy. Direct Legislation. Anarchy. Socialism. Communism.
2. Give several reasons why government is necessary.
3. What is meant by a federal system of government?
4. What is the best kind of government?

5. What are some things democracy does not imply?
6. What are some advantages of democratic government?
7. What are the aims of our democracy?
8. Name three devices for direct legislation. Explain each.
9. What has been our experience, in general, with our democracy?

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

democracy	popular government	direct legislation
democratic	socialist	initiative
undemocratic	representative	referendum
republic	government	recall
monarchy	anarchist	communist
aristocracy	direct democracy	

Suggestion I. Complete the following table in your notebook.

FIVE TYPES OF GOVERNMENT	THREE COUNTRIES OF EACH TYPE
Representative Democracy	1. 2. 3.
Monarchy	1. 2. 3.

Suggestion II. Complete the following table in your notebook.

OBSTACLES TO A SUCCESSFUL DEMOCRACY	ESSENTIAL CONDITIONS OF SUCCESSFUL DEMOCRACY
1. 2. 3. 4.	

Suggestion III. Complete the following table in your notebook.

BENEFITS OF GOVERNMENT TO THE INDIVIDUAL

LOCAL GOVERNMENT	STATE GOVERNMENT	NATIONAL GOVERNMENT
1. 2. 3.	1. 2. 3.	1. 2. 3.

Suggestion IV.

1. Make a list of three reasons why groups of people must be controlled by some kind of government.
2. Define patriotism.
3. Make a list of five reasons why it is necessary for an American citizen to be well informed about his government.
4. Explain the difference between the political term *republic* and the term *democracy*.

FOR DISCUSSION

A government that governs least governs best.

The people of the United States should be ruled by a king or a dictator.

The American representative democracy has proved itself a failure.

The citizens of the United States are not capable of assuming the responsibilities of self-government.

The American government should be more democratic than it is.

FOR YOUR BULLETIN BOARD

Urge the members of the class to try the drawing of cartoons for this chapter. Current magazines and newspapers furnish ample material to adapt. A cartoon should not portray more than a single idea. This chapter lends itself especially well to the creation of cartoons. Call attention to the fact that such words as democracy, anarchy, socialism, communism, monarchy, and republic can tantalize the agility of the sketching pencil. Assign to those who profess to be unable to draw cartoons the task of finding cartoons on the general subject of government for bulletin board display.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. Mr. M. has just come to the United States from a foreign country. He had great hopes of finding conditions better here than abroad. He finds himself disappointed in our nation. He thought the people of America had full freedom of speech, freedom of the press, right to assemble and right to petition the government. But he discovered that our laws regulate public speech and conduct. He claims, therefore, that our democracy is only a fraud; that we are using the wrong name for our government; that even though we have no king or dictator, *law* is our tyrant.

Do you agree with him?

Case II. In the days of the New England town meeting every citizen in the town came to cast his vote and help carry out the affairs of town government. Nowadays we find our communities so large that this is

impossible. So we elect representatives to carry on the affairs of government for us.

Which system is better, the New England town meeting of direct democracy or the modern method of indirect democracy through representatives? Why?

WRITTEN WORK

Suggestion I. Imagine five hundred people shipwrecked on a desert island. Advise them as to the form of government they should adopt. Give them your reasons for the suggestions you make. Suppose 150 are men, 150 women, and 200 children.

Suggestion II. Analyze the following statement, made by Theodore Roosevelt: "Our faith in the future of the Republic is firm, because we believe that on the whole and in the long run our people think clearly and act rightly."

READING FOR RECREATION

1. ATHERTON, GERTRUDE, *The Conqueror*.
2. CHURCHILL, WINSTON, *The Crisis*.
3. FORD, PAUL L., *The Honorable Peter Stirling*.
4. PAGE, THOMAS N., *Red Rock*.
5. SCUDDER, HORACE E., *George Washington*.
6. TARKINGTON, BOOTH, *The Gentleman from Indiana*.
7. WHITLOCK, BRAND, *Big Matt*.

A WORKING BIBLIOGRAPHY

For the Pupil

1. CLEVELAND, F. A. AND SCHAFFER, J., *Democracy in Reconstruction*.
2. GARNER, J. W. AND CAPEN, L. I., *Our Government*.
3. HEARNshaw, F. J. C., *Democracy at the Crossroads*.
4. MAGRUDER, F. A., *American Government*.
5. MUNRO, W. B., *Social Civics*.
6. ———, *The Government of the United States*.
7. SELLARS, R. W., *The Next Step in Democracy*.
8. STICKNEY, A., *Democratic Government*.

For the Teacher

1. BEARD, C. A., *American Government and Politics*.
2. BRYCE, JAMES, *Modern Democracies*.
3. ———, *The American Commonwealth*.

4. FORD, S. E., *Representative Government*.
5. GODKIN, E. L., *The Unforeseen Tendencies of Democracy*.
6. GODWIN, WILLIAM, *Encyclopedia of the Social Sciences*.
7. HAYES, B. T., *American Democracy*.
8. MACIVER, R. M., *The Modern State*.
9. OGG AND RAY, *Introduction to American Government*.
10. PATTERSON, C. P., *American Government*.
11. PETRIE, C., *The Story of Government*.
12. SKELTON, O. D., *Socialism: A Critical Analysis*.
13. WILSON, W., *The State*.

Local Government

The Chapter Message

1. *Local government is community government.*
2. *The aim of all local government is public welfare.*
3. *Local government adjusts itself to the physical and social conditions of the community.*
4. *All forms of local government derive their right to exist from the state.*

Community Government. The government closest to the individual is called local government. We are so accustomed to the atmosphere of local government that it is quite natural for us to accept it as a commonplace part of our daily living.

Local government is the oldest form of political organization in the United States. The smaller the community, usually the more simple is its government. The larger the community, usually the more complex is its government. In no two states is the structure of local government exactly alike. But the *aim* of local government is alike everywhere. It is to take care of the everyday problems and lives of individuals. We who are citizens of this nation prize dearly the privilege of local *self-government*. It brings to each of us the advantages of coöperation. We choose our office holders. We pay our taxes. We take an interest in public affairs, and we gain political intelligence.

Local Government Functions. Whether rural or urban, the main concern of local government is the immediate welfare of the people. When individuals merge their interests into group organizations, what do they expect in return? They expect benefits they could not secure by themselves. They want such services as police, fire, and health protection, education, the construction and maintenance of roads, of paved and lighted streets, bridges, sewers, waterworks, lighting, power, and heating plants, the care of the poor, the curtailment of crime, and the establishment of parks and other means of recreation. In short, the individual citizen wants his local government to safeguard his interests.

Units of Rural Local Government. There are three types of rural local government throughout our country: (1) the *town unit* of New England, (2) the *county unit*, which originated in Virginia and later spread to the South and to parts of the West, and (3) the *county-township unit*, which is a combination of the other two types and was developed in the Middle States and carried west by emigrant settlers.

Town Government. Town government is to be found only in the six New England states. There the communities were originally small in size and the people lived close together, and it was in such communities that the management of public local affairs rested mainly on the citizens of the town. They all attended a general meeting, called the *town meeting*, and, as a group, supervised all sorts of community needs and problems.

The larger the town the greater the number of public responsibilities. Towns have power to enact town ordinances, or laws. Sometimes towns act as an agent for the state in carrying out certain state laws and in collecting state taxes. Except in Massachusetts, the New England town is a district for choosing members of at least one branch of the state legislature. Everywhere in New England the town is a district for state and national elections.



Ewing Galloway, N. Y.

Discussion of local problems at a council meeting often becomes very serious. What municipal matters might these council members be arguing?

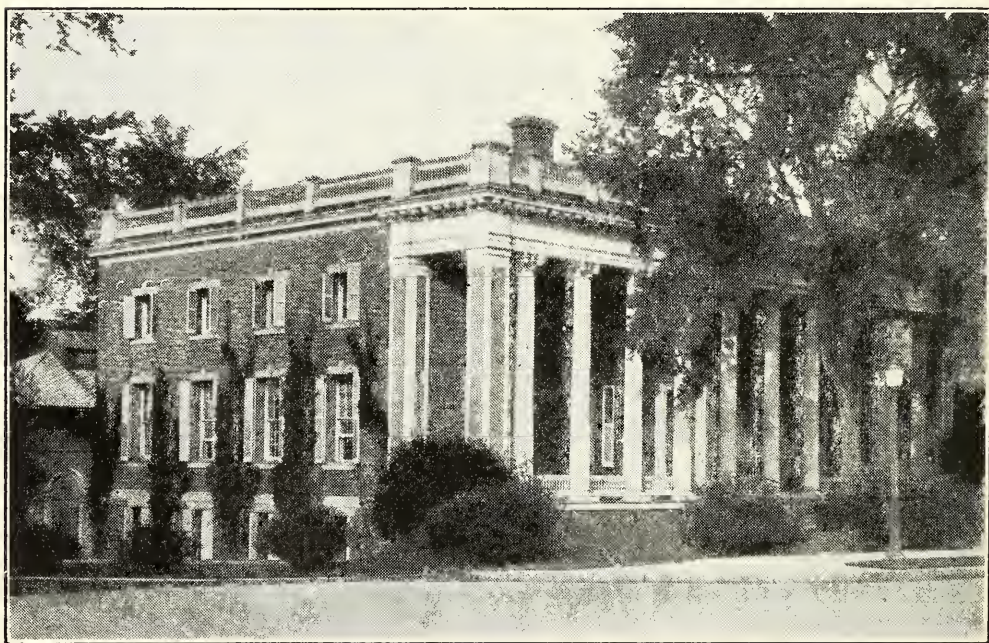
New England town meetings are a striking example of pure democratic government. The citizens of the town meeting may ask questions, criticize, and make complaints. They hear reports, credit accounts, vote money, pass laws, and elect officials. They discuss freely and frankly all matters pertaining to the welfare of the community, such as education, road, street and bridge building, fire and police protection, and the care of the poor. These meetings are held in a town hall or in a more modern "community house." In early colonial days they were held in the church. Due to recent growth in population and an influx of a foreign element, there is a tendency in large New England towns to use representative government in place of the open town meeting.

Township and Borough. Community government throughout the Middle States and the Mid-Western States is the township, though it is occasionally referred to as the town.

Townships (or towns) are either irregular in boundaries or outlined in regular blocks six miles square. The latter are called the "congressional" townships and are found in those states laid out by the surveyors of the United States government when the public lands of the West still belonged to the federal government. In Pennsylvania when a township has a population of three hundred or more to the square mile, it may become a first-class township. Such a unit has practically the same functions as a borough. It is governed by commissioners instead of by burghers and council.

When a community, because of growing population, feels the need of a government of its own, it applies to the state for incorporation. Usually a petition, signed by a certain percentage of the inhabitants, is drawn up and voted upon at a popular election. The newly organized community is usually called a borough, sometimes an incorporated town.

Officers. 1. *The New England Town.* The officers of town, township, village, and borough governments vary according



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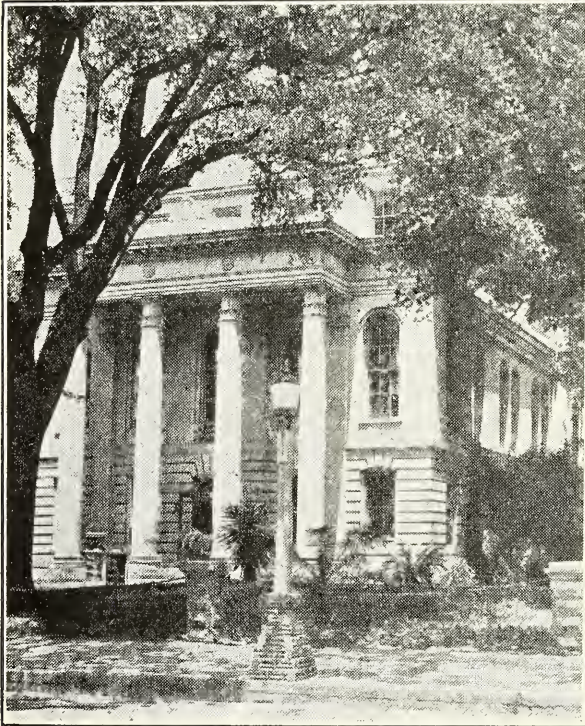
The old homestead of James Fenimore Cooper, now used as a community house.

*Publishers' Photo Service***A New England town hall, Milford, Conn.**

to the state in which they are located. The New England town has a board of selectmen elected at the town meeting, usually for a year. They issue warrants for holding town meetings, lay out roads, impanel jurors, grant licenses, abate nuisances, arrange for elections, control town property, hear complaints, sometimes assess taxes, appoint police officials, boards of health, overseers of the poor, and other local officers not chosen by the voters at the town meeting. Besides this board, there may be (depending upon the size of the town), a moderator, or chairman to preside at the annual town meeting, a clerk, assessors, treasurer, overseers of the poor, constables or keepers of the peace, justices of the peace who try petty civil and criminal cases, a school committee, road surveyors, lumber surveyors, fence viewers (who settle fence and wall disputes), fish and game wardens, and many other minor officials.

2. *Township and Incorporated Town.* Township and incorporated town officers also vary according to location. Generally speaking, they are a board of supervisors or trustees, a clerk, treasurer, assessor, constable, justice of the peace, board of health, overseers of the poor, supervisors of highways, and school board.

3. *Village and Borough.* The chief officer of the village and borough is called the burgess, mayor, president, or chairman of the trustees. There



Ewing Galloway, N. Y.

A county courthouse in Louisiana. What type of business is transacted at a courthouse?

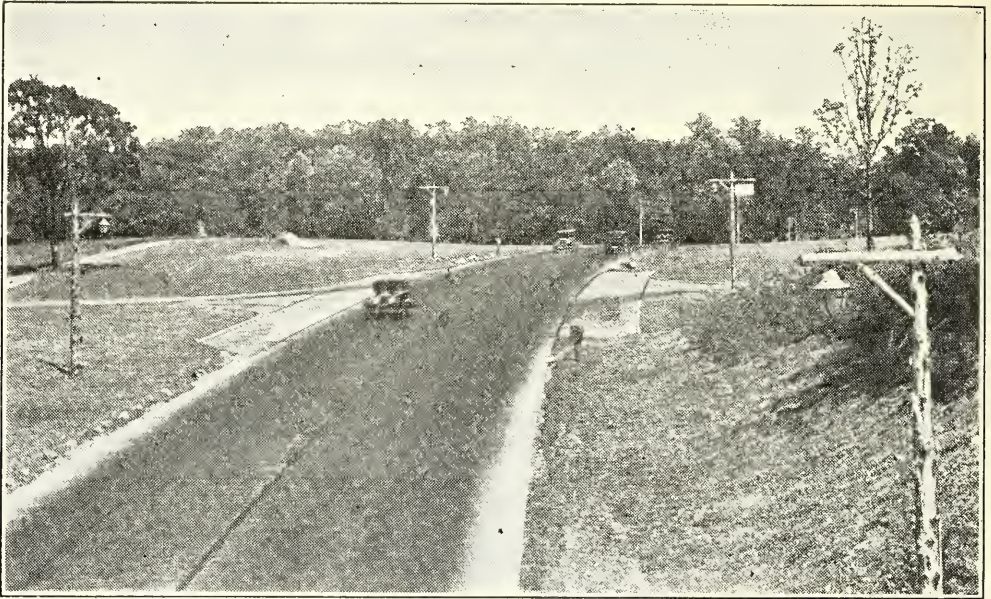
is also a town council, a clerk or recorder, a treasurer, marshal or constable, street commissioner, justice of the peace, and a board of education, in communities large enough to maintain their own school districts.

County Government. County government became rooted in the South because, in colonial days, it fitted so well into the need of plantation life. Down South distances were great and the

people were not congregated into small areas as was the case in the North. County government, however, is found in every state in the Union. It is now an important unit of local self-government in the South and much of the West; of little importance in New England; but of considerable importance in other states, sharing the functions of local government with the townships.

County Officers. The main organ of county government is a county board elected by the people of the county at large, or by districts. It holds sessions generally at the county seat. Its duties and powers are many and vary throughout the states. Generally speaking, it has the power to fix the rate of taxation for the county; to levy county taxes; to make appropriations for expenditures of county money; to construct and maintain county buildings, such as a courthouse, jails; to build and maintain roads, bridges, poorhouses, and libraries; to provide relief for the poor and reform institutions; to protect fish and game, to grant certain licenses; and to aid the state in the selection of jury panels. Other important county officials are the sheriff, who is county peace officer; a clerk of the court, who keeps records of county court proceedings and decisions; a county judge, who holds the county court; a probate judge to carry out terms of wills; a prosecuting attorney, known in many states as the "district attorney," or the "county attorney," who conducts criminal prosecutions and represents the county in civil suits; the coroner, who holds inquests over mysterious or suspicious deaths; a clerk, who records documents such as deeds, wills, and mortgages; a recorder of deeds, who, in some states, keeps records of documents instead of the clerk; an auditor, who examines the accounts of the other officers of the county; a treasurer, a superintendent of schools, and many miscellaneous minor officials.

Work Undertaken by County Government. Some very important work is undertaken by county government. In many states where there are no townships the county is divided into districts, called school, road, and election districts. Each of these districts has its own elective officers, who take charge of the special function for which the district has been created. In many states the county board has charge of local arrangements for state and national elections. Almost all the states now have county

*Ewing Galloway, N. Y.*

How does a county road serve more than just a single locality?

courts of which the organization and jurisdiction vary from state to state.

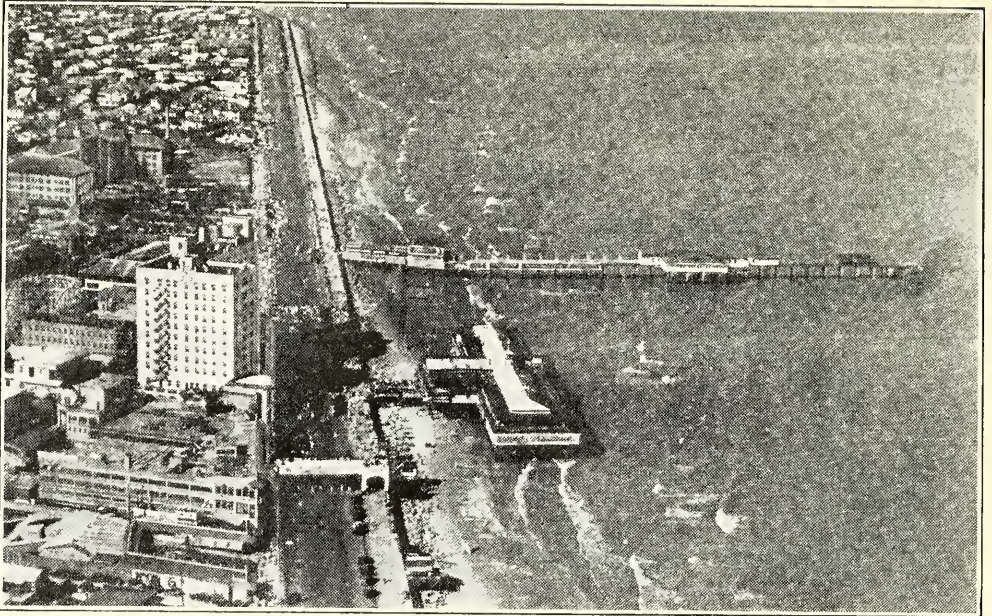
County public works have become of considerable importance in some states. County roads, highways, and bridges have become noticeable assets in some states. County parks are sometimes more useful to city dwellers than their inadequate municipal playgrounds. County poorhouses, workhouses, institutions of correction, court-houses, hospitals, and jails represent county responsibility and activity as a unit of state government.

Proposed Reforms. Notwithstanding all these local welfare projects there is great criticism of county government and much demand for reform. Some say that county administration often overlaps city and state governmental functions, and, as a result, civic work is duplicated. For example, there are cases where a large city occupies a whole county, or nearly an entire county, wherein one finds county courts and city courts, county parks and city parks, county highways and state and municipal highways. Some claim

that many counties are badly mismanaged by county boards in which there is no business-like administration of county affairs. To remedy this is recommended the *county-manager* plan. A county manager is an especially trained official, appointed by the county board, but with power to administer all county affairs. You see what this means. It places the actual responsibility of county administration on the shoulders of one man instead of a board of three to nine men. Those who favor this plan claim that counties would save much public money and grow much more efficient under the leadership of a county manager. Another way of looking at this same problem is to suggest that instead of a county manager, a single county official, or supervisor, be elected in place of the county board. Some suggest that the county board itself elect from its membership one officer to assume responsibility for the group. Another criticism of county government is that there are too many elective county officers — that they should be appointed or selected by system of competitive examinations and promoted according to worth and efficiency. This would eliminate much political influence and favoritism that now dominates county office holding.

Municipal or City Government. For the governing of large communities we have the urban or city type of government. There are three forms of municipal government now in use in the United States: (1) the mayor-council, (2) the city commission, and (3) the city manager. The first named is not only the oldest form of city government, but it is still the most widely used.

1. *The Mayor-Council Type.* In this type of urban government the people elect a mayor who is the executive head of the city's administrative affairs. His term of office is generally from two to four years. The people also elect a city council, a legislative body which makes the laws for the city. The powers of this council are extensive although



Maurer

The sea wall at Galveston, Texas, is an illustration of how a city government is forced to employ heroic measures in order to protect the lives and property interests of its citizens.

it must confine itself to the activities prescribed in the charter of the city. The mayor carries out the laws or ordinances passed by the council.

2. *The Commission Type.* Many cities have changed their mayor-council plan of government to a newer form known as the commission plan. Its origin is interesting. In 1900 a great tidal wave swept the city of Galveston, destroying the lives of some 6,000 people as well as much property. It left the city bankrupt. The surviving citizens, convinced that the existing government could not meet the problem, organized a special commission to take charge of affairs. They made this legal by securing a special charter from the state. This commission form of government consisted of a mayor and four commissioners who were chosen because of their business ability and integrity. The city had to be rebuilt, the debt had to be paid, and further disaster had to be averted. Within a remark-

ably short time these aims were accomplished. Other cities, observing the success of the Galveston experiment, began to try it out. In 1907 Des Moines produced a new commission plan even more acceptable than that of Galveston. Now over five hundred cities in the United States are being governed by the city commission plan of government.

The advantages claimed for this form of municipal government are, mainly, that it is practicable because it is so simple; that it concentrates the administration of a city in a small group of five men instead of spreading it among many as in the case of the mayor-council plan; that it is a more business-like and less political way of managing a community as large and unwieldy as a city; that the average voter can follow its progress more readily because its organization is public and its assigned duties not nearly as intricate as the older plan.

Critics of this plan claim that it has serious defects. They say a commission of five men places responsibility in the hands of a selected few which is not politically healthy in a larger city. They claim, too, that the five commissioners, being elected by the city voters at large, might easily all come from a single section of the city and thus not represent all factions in the city.

3. *The City-Manager Type.* The latest form of city government to be adopted is the city-manager plan. This, too, has an interesting history. In 1908 the mayor and council of Staunton, Virginia, were confronted with the task of having a leaky dam repaired in the Shenandoah Valley. Private contractors bid high. No estimate was less than \$4,000. A local engineer claimed that the dam could be repaired for \$737. The council took his bid and he completed the job for even less than his estimate. Thereupon it was decided that the city needed to be run on a more business-like basis than seemed possible under the mayor-council plan. City-manager government, a modified form

of the city commission plan of government, was proposed. It was put into operation as an experiment. It proved a success. Today over four hundred cities in the United States have adopted this plan of government.

There are two main features of this innovation. First, there is a commission, generally of five members, though larger in some cities, elected by the voters of the city. This commission appoints a city manager, and, as was explained previously in this chapter about county-manager government, full responsibility for the administration of the city is placed upon the one man. The council is a legislative body. It passes ordinances, makes appropriations, borrows money for the city and so on, but does no executive work at all. Second, the city manager, instead of being a civilian, elected politically, is appointed by the council and as an especially trained non-partisan manager conducts the city in a business-like way.

Critics of this plan hold that its weaknesses are that, inasmuch as the manager is responsible to the council, his policies of management cannot be his own; that because he can be dismissed at any time by the council he will try to please the council and not the citizen body.

Relationship between Local Governments and the State. All forms of local government are creatures of the state, that is, they have no inborn power of their own. The state has the sole right to create towns, townships, villages, boroughs, counties, and cities. These units must secure incorporation from the state. The state does this by granting charters.

The Charter. A charter is a document, granted by the state legislature, defining the form of local government and giving a detailed list of the powers that the local governing unit may exercise. The charter usually permits it to borrow money, but limits the borrowing capacity, to raise taxes, but limits the extent of levy, to be treated as any public

corporation — that is, to be sued and to sue, to make contracts, to issue franchises and licenses, and so on.

Merits of Local Self-Government. Local self-government is a valuable feature of our democracy. It brings government within the reach of the individual. It allows each locality to work out its own problems. It places the responsibility for well-run communities upon the shoulders of those who live there. It serves as a training school for active citizens who enjoy participation in governmental affairs, and who may carry that training into larger political circles. It increases interest in the operations of the community, for the local citizen can watch his local government in action and actively protest when things go wrong. It stimulates civic pride. The average community does not want to be labeled as being below standard.

ANSWER BRIEFLY

1. Why does local government more closely meet the daily needs of the individual?
2. Name several functions of local government.
3. Name three types of rural local government.
4. Describe town government in New England.
5. Name the important officers of town, township, and village or borough government.
6. What are the chief functions of county government?
7. What reforms for county government are being proposed?
8. Name three types of city government and describe each.
9. Describe the mayor-council plan of city government. The commission plan. The city-manager plan.
10. What civic relationship exists between local governments and the states in which they are located?
11. What is a charter?
12. What are some merits of local self-government?

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

self-government
town

board of selectmen
moderator

township	clerk
county	treasurer
village	assessor
borough	overseer
municipality	surveyor
"congressional" township	constable
city-commission plan	warden
city-manager plan	justice of the peace
mayor-council plan	prosecuting attorney
county-manager plan	supervisor
charter	county manager
contractor	city manager
incorporation	probate
corporation	coroner
burgess	inquest
surrogate	recorder

Suggestion I.

1. Draw a map of your state. Sketch in it the county in which you live. Locate on it the community in which you live. Locate the state capital and your county seat.
2. Make a list of the principal cities in your state.
3. Complete the following tables in your notebook.

I. URBAN COMMUNITIES

TYPES OF CITY GOVERNMENT	ADVANTAGES	DISADVANTAGES
1.		
2.		
3.		

II. RURAL COMMUNITIES

RURAL UNITS OF GOVERNMENT	PHYSICAL CHARACTERISTICS	CHIEF OFFICIALS

Suggestion II. Write the answers to each of the following questions in your notebook.

1. Name of your community.
2. Name of county in which your community is located.
3. Population of your community.
4. Type of government of your community.
5. Names of chief officers of your local government and their duties.
6. Number of counties in your state.
7. Officers of your county government.
8. Principal cities in your state.
9. Types of government in the cities of your state.

FOR YOUR BULLETIN BOARD

Following are three diagrams of the three types of municipal government. Enlarge these on placards and post them on your Bulletin Board. Add to these a fourth diagram of similar type showing the structure of the machinery of government of your community.

FOR DISCUSSION

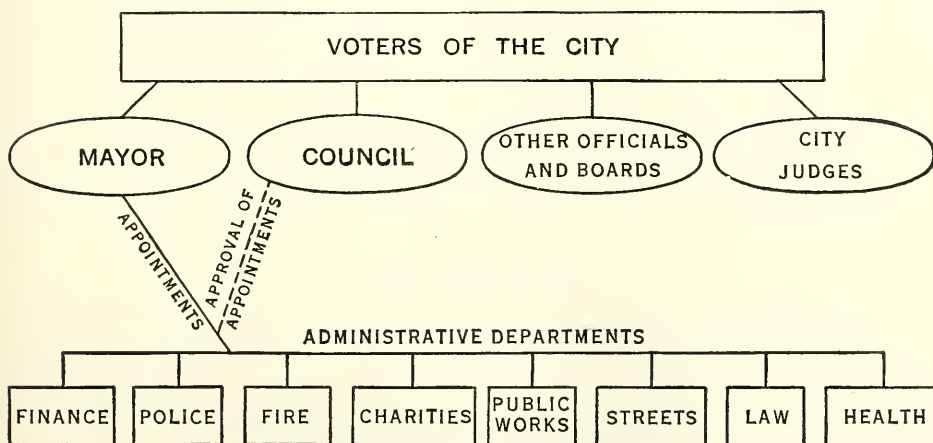
We should reduce the number of our local governmental units.

All cities should be run on the city-manager plan.

The commission plan of municipal government should be adopted by cities having a population of over 200,000.

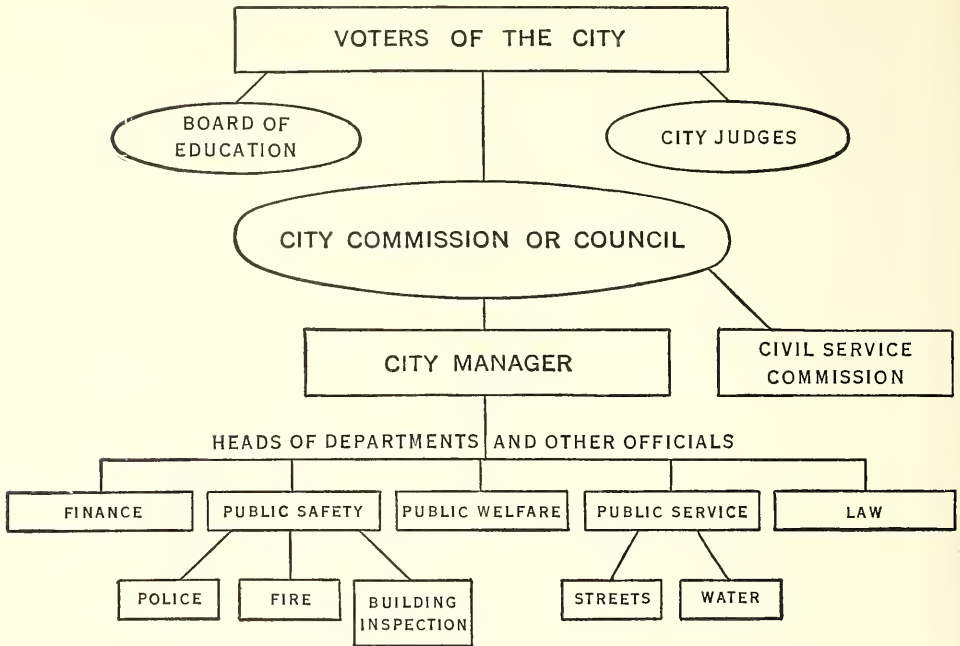
American cities should limit their population.

TYPES OF CITY GOVERNMENT



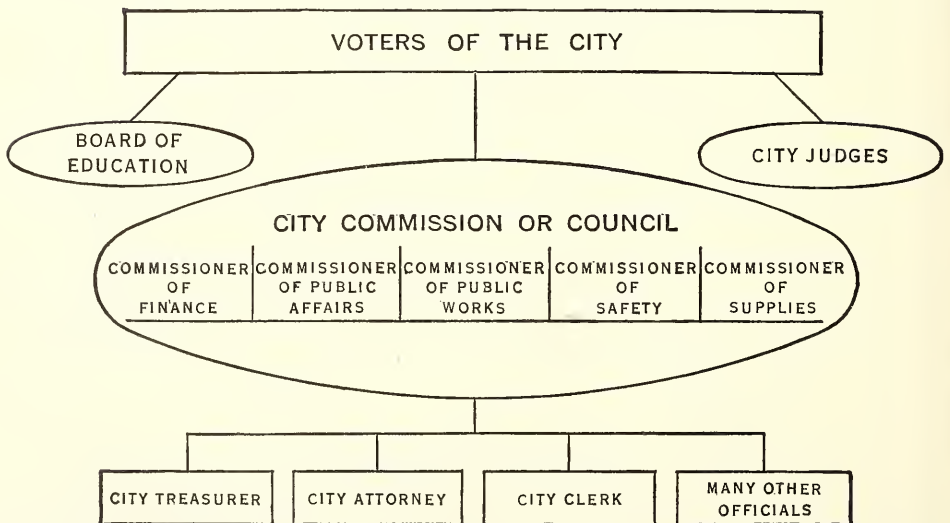
MAYOR-COUNCIL PLAN OF CITY GOVERNMENT

This plan varies in different cities. In some cities, for example, the Board of Education is elected by the voters, and in others it is appointed by the mayor.



CITY-MANAGER PLAN OF GOVERNMENT

The administrative departments and appointed officials vary in different cities.



COMMISSION PLAN OF CITY GOVERNMENT

The administrative departments vary in different cities.

Discuss these city government diagrams as a lesson assignment. Compare the variations of city government that they show.

FOR YOUR INDIVIDUAL CONSIDERATION

Suggestion I. Secure a copy of your state constitution and assemble the following data :

1. The legislative and administrative powers of your county board.
2. What constitutes a village in your state?
3. What powers are granted towns or townships in your state?
4. How may towns and villages become cities in your state?
5. What powers are granted to cities in your state?

Suggestion II. Make a diagram of your county government similar to those given above on city government.

Suggestion III. Explain why the congressional townships in the accompanying diagram are of rectangular areas of 36 sections of 640 acres each. Of what value is this form of township? What advantages do the older townships have?

Suggestion IV. If you live in a city, or can visit one for the purpose, arrange to attend a meeting of the city council or commission. Take notes while you are there, and with the help of your teacher dramatize a similar meeting in the classroom. Use members of the class for councilmen, mayor, commissioners, and other officials. If this undertaking seems too involved, substitute for it oral reports on a city government meeting, given by class delegates sent to witness the meeting.

If you live in a rural community, visit a rural governing body in session such as a meeting of the county board, or a town or township meeting. Prepare a report for the class on what you observed at the meeting.

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

CONGRESSIONAL TOWNSHIP

Notice the numbering of the 36 sections. Each section is a mile square.

WRITTEN WORK

Not every one lives in a city, but every one is vitally interested in the cities of his state. Write a report about the cities of your state.

1. Name the leading cities of your state.
2. What is the proportion of the urban population of your state as compared with the rural population?
3. What regulations does your state constitution contain concerning cities? What constitutes a village in your state? A town? A city?

4. How many cities in your state are at present under "home rule"?
5. Select the city nearest to where you live (or in which you live) and make a chart of three columns. Head the first column, "Name of Offices"; the second, "Term of Each Official"; and the third, "Main Duties of Each."
6. How many cities in your state have adopted the Commission Plan of government?
7. Show how very distinct are the duties and the functions of the city and the county. Do their activities overlap?

READING FOR RECREATION

1. GOODNOW, FRANK J., *City Government in the United States*.
2. NOLEN, JOHN, *New Towns for Old*.
3. SWIFT, L. B., *How We Got Our Liberties*.
4. Mr. Phillips, Columnist in the *New York Sun*, printed, April 30th, 1925, the following "City News Items 1975":
 - (1) Real estate operators have purchased the 200-story synthetic-steel apartment house. They intend to remodel the structure, adding another half mile of stories and putting in individual high-speed rapid-fire elevators. The old flying field on top the present structure will be torn off and a new airdrome erected. There will be no plumbing in the building, all water being supplied by radio.
 - (2) The Department of Public Works is advertising for 100 able balloonists for aerial street cleaners.
 - (3) The city administration is to issue bonds to provide more underground golf links and submarine baseball parks.
 - (4) Work is progressing rapidly on the new \$10,000,000 Municipal Weather Control Station by which any kind of weather the taxpayers desire may be instantly provided at a small cost.

A WORKING BIBLIOGRAPHY

For the Pupil

1. ANDERSON, W., *American City Government*.
2. FASSETT, C. M., *Handbook of Municipal Government*.
3. GARNER, J. W. AND CAPEN, L. I., *Our Government*.
4. MUNRO, W. B., *The Government of the United States*.
5. —, *The Government of American Cities*.
6. MATHEWS AND BERDAHL, *Readings in American Government*.
7. OGG AND RAY, *Introduction to American Government*.
8. YOUNG, A. T., *The New American Government and Its Work*.

For the Teacher

1. FAIRLIE, J. A. AND KNEIER, C. M., *County Government and Administration.*
2. FORMAN, S. E., *Advanced Civics.*
3. GARNER, J. W. AND CAPEN, L. I., *Our Government.*
4. MAXEY, C. C., *County Administration.*
5. MUNRO, W. B., *Social Civics.*
6. MANNY, T. B., *Rural Municipalities.*
7. OGG AND RAY, *Introduction to American Government.*
8. PORTER, K. N., *County and Township Government in the United States.*

CHAPTER XXV

State Government

The Chapter Message

1. *The powers of the state affect our daily life more than does any other unit of government.*
2. *New states are admitted into the Union under an enabling act.*
3. *The state exercises all powers not specifically granted to Congress or denied to them by the Constitution.*
4. *The organization of the government of the various states resembles very much that of the national government.*
5. *The powers of the state are increasing at the expense of local government.*
6. *We look largely to the state courts for justice and the protection of our rights.*
7. *The "merit" system for the choice of lesser officials is slowly replacing the old "spoils" system.*

The States as Part of the Federal System. The Constitution of the United States places certain restrictions upon the states despite the fact that they exercise the powers reserved for them and not definitely given to the national government. The states are required to recognize in full the public acts, records, and judicial proceedings of the other states. The citizens of one state are entitled to the privileges and immunities of citizens in all other states so far as civil rights, the ownership of property, and taxation are concerned. An important duty of the state governor is the surrendering of



The state capitol at Madison, Wisconsin.

fugitives from justice in other states. When a criminal has fled from a state in which he has committed a crime into another state, the governor of the state to which he has fled is, upon the request of the governor of the state in which the crime was committed, charged with the duty of seeing that the fugitive is delivered to the authorities of the latter state. There is, however, no way provided of enforcing this obligation. There have been occasions when governors have refused to surrender such a fugitive because they believed that his trial in the state demanding him would be an unfair one, or because the crime charged was not a crime in the state to which the accused had fled.

Each state sends two senators to the senate of the United States. The Federal Constitution guarantees that no new state can be formed out of an old one, or two states joined, without the consent of the state or states concerned. Generally speaking, the laws and customs among the states are very much alike, despite the exceptions that could be quoted.

All states have similar methods of electing their senators. With the exception of Louisiana, the states have similar court procedure.

Turn to the Federal Constitution in the Appendix of this book and read, therein, Article I, Sections 9, 10, also Article IV, Sections 1, 2, and 4, and Article VI, Section 2.

The Admission of New States. It is interesting to learn how new states are admitted into the Union. The National Constitution controls this proceeding. (See U. S. Const. Art. IV, Sec. 3.) (1) As a rule the first step is that the territory desiring admission chooses delegates to attend a Constitutional Convention which may be held under an act of the United States Congress called an *Enabling Act*. (2) This convention draws up a constitution and submits it to the people in the territory. (3) If the constitution is accepted by a majority of the voters, it is sent to the United States Congress for approval. (4) When Congress approves the new constitution the President issues a proclamation declaring the admission of the new state. Then a star is added to the national flag.

The State Constitution. A constitution outlines a plan of government and defines authority. Each of the forty-eight states has a constitution. Some state constitutions are old, some very new. Some are very long, some short. When the original thirteen colonies changed their charters into constitutions, between 1776 and 1785, those early constitutions were very brief. They set forth the functions of state government in very general terms. The more recent state constitutions have grown into documents of considerable length. As state constitutions have grown so rapidly in length there has been a tendency to make easier the process of amending them. Most state constitutions have these four features: (1) A bill of rights; (2) The organization of the three departments of government, the executive, the legislative, and the

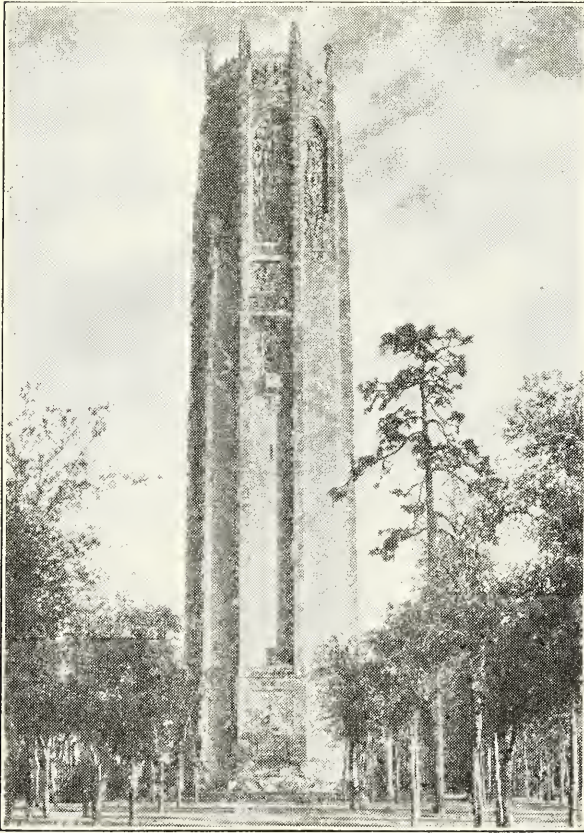


Nearly all the states have passed flag laws. What flag laws have been passed by your state?

judicial; (3) Miscellaneous provisions, pertaining to such matters as suffrage, elections, taxation, and education; (4) An amending clause, describing the method of amending the state constitution or the adoption of a new one.

State Problems and Functions. The states have a far greater number of problems with which to deal than does the national government. Some idea of their extent can be gained when we observe that state government makes and enforces most of criminal law; makes and enforces laws concerning education, marriage and divorce, the qualification of voters and the control of elections; and makes and enforces most of the laws concerning the ownership, use, and disposition of property, the conduct of business and industry, the organization of corporations, the maintenance of order, the administration of justice, and the protection of religious worship. A very important function is the one that is termed *police power*. This includes the health and the

morals and general welfare of the people. The support and supervision of education is considered another important duty of the state. Most of the states provide for the incorporation of trade unions. Most of the states have laws



Ewing Galloway, N. Y.

States protect their wild animals and birds. Here is Singing Tower, Mountain Lake, Florida, a gift to the American people from Edward Bok, as a "sanctuary of peace for man and for birds."

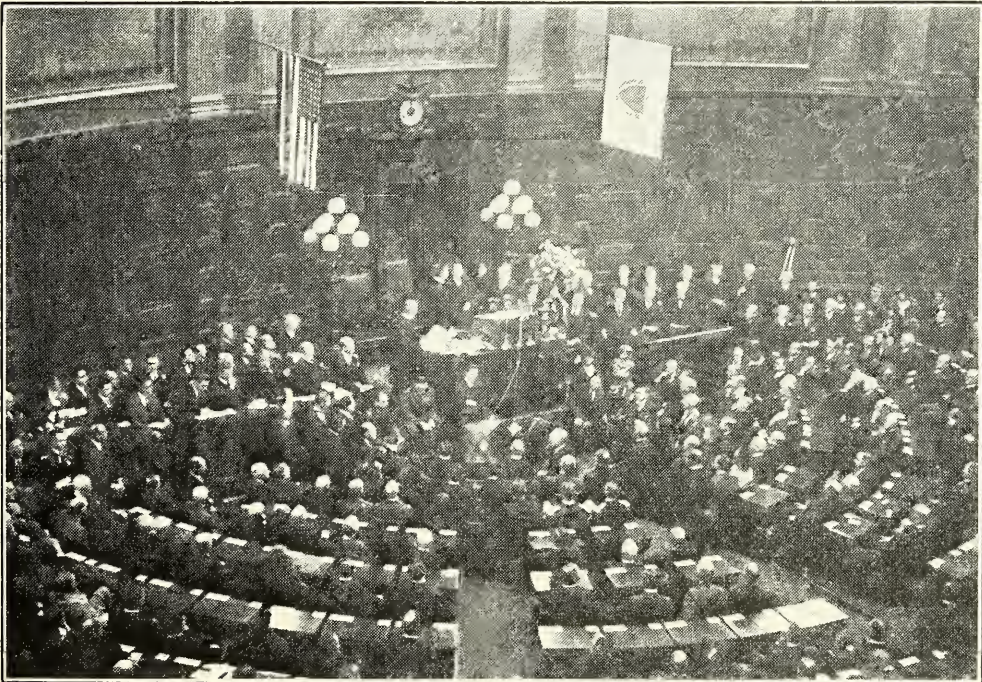
providing means for the settlement of labor disputes between employers and employees. Generally, the state supervision of labor is entrusted to a state labor bureau. Child labor is a serious problem in some of our states. Many states have enacted laws to protect women workers in industries. To check the evil influence of occupational diseases, some of our states have enacted *employers' liability* and *workingmen's compensation* laws. There are, likewise, safeguarding the worker, state laws in regard to occupational

diseases. Many workers have been incurably poisoned at their trades. The intense white glare of lime or mortar has made men blind. Workers in damp or water-filled places become rheumatic. The paint industry is a trade that involves occupational diseases. Laws in many states provide against the unsound sale of stocks, bonds, and other securities. These are called *blue-sky laws*. All the states have

passed laws for the building of new roads or the repair of old ones. Among other important state activities are conservation of forests, water, minerals, wild animals and birds, state aid to agriculture, state parks and reserves, and state aid to charity.

The State Legislature. Of the three departments of state government, the most powerful is the *legislative* department, or the state legislature, as it is commonly called. This is a lawmaking body composed of representatives of the people. In all the states it is divided into two bodies, or "houses." The *Senate* is the smaller house, the larger is usually called the *House of Representatives*.

The term of office for a state senator is from two to four years. Among the states the length of term for the members of the lower house of the state legislature is from one to four years. In nearly all the states the legislature meets every



Ewing Galloway, N. Y.

The House of Representatives in Boston, Massachusetts. What interesting features do you notice about an assembled state legislature? What is the size of the state legislature of your state?

two years. In several states, however, the legislature meets every year. In Alabama it meets every four years. In all the states the governor may call extra or extraordinary sessions of the legislature for the consideration of special matters which he believes to be very important.

Organization of the State Legislature. Each house of the state legislature is free to organize itself. In states where there is a lieutenant governor the state constitution designates him as the presiding officer of the Senate. Each house makes its own rules of procedure, limited only by the state constitution. Each house of the state legislature passes upon the qualification of its members, keeps a journal of its proceedings, may expel or discipline a member, and punishes persons for any conduct that can be considered contempt of the house. The presiding officer in the lower house is called the *speaker*, in the upper house, the *president*. The former is an officer with much power, the latter usually has less power.

1. *The Speaker.* The speaker is generally elected by a vote of the members of the house. He appoints all committees, except in two states. He refers all bills to the proper committees. He calls the house to order. He presides over the sessions. He enforces rules governing debates. He recognizes or refuses to recognize members who desire to speak. He signs bills and resolutions passed by the house. Other officers of the house are a chaplain to open the session with prayer, a clerk, a postmaster, and there are many miscellaneous employees such as copyists and stenographers.

2. *Committees.* Each house of the state legislatures is dependent on the committee system for its efficient functioning. These committees play a very important part in state lawmaking, because generally no bill is passed by the legislature until it has been considered and studied by its proper committee in each house. There are different kinds of committees, such as *standing committees*, *special committees*, *joint committees* (composed of members



The Davey Tree Expert Co., Inc.

The state encourages the preservation of its trees. Modern tree surgery prolongs the life of many valuable trees that beautify parks and highways and that are a shadow and shelter for man, bird, and beast

from both houses), and a “*steering*” committee, composed of the party leaders. Every legislator serves as a member of at least one committee. Some state legislatures have as many as sixty committees. Outstanding are the committees on rules, finance, ways and means, judiciary, affairs of cities, railroads, commerce, navigation, taxation, banks, education, health, agriculture, manufactures, penal institutions, roads and bridges, and insurance. The average legislative committee has considerable power. It may alter bills, combine several bills into one, frame new bills, ignore them entirely, or recommend their rejection. Although the legislature may reverse or override the action of a committee it seldom does so. When the committee makes no report at all on a bill submitted to it, the bill is said to be “pigeonholed” or “smothered.” So many bills are introduced into a session of the legislature that the committee system of sorting and investigating them has become an absolute necessity.

Give several reasons why the committee system has been adopted by our legislatures. Why is it that the committee system is used in high school class organizations? Have you ever served on a committee?

From a Bill to a Law. To become a law a bill must pass both houses. Bills may be introduced into either house except that in many states revenue bills may be introduced only in the lower house. State laws must conform to the regulations of both the United States and the respective state constitutions. As a rule legislators may introduce as many bills as they wish during the course of one session. In some states there are legislative reference bureaus or bill-drafting experts to help the legislators put their bills into proper form and language. In some states the members of the legislature have to frame their bills themselves or seek the aid of the legislative clerk or of fellow members who may be lawyers by profession and know how to draft bills. Many states provide that no bill shall embrace more than one subject, which must

be clearly stated in the title of the bill ; that every bill must be referred to a committee, printed, and placed on the desk of each member ; and that no bill can be introduced after the legislature has been in session a certain number of days ; that every bill shall be read at least three times before it is passed ; and that no existing law can be amended by mere reference to its title, but that the amended portion must be set forth in full. There are a great many constitutional restrictions regarding lawmaking in the various state constitutions.

Generally speaking, this is, in brief, the process through which a bill must pass to become a law.

1. Except for revenue bills, it may originate in either house.
2. It is deposited with the speaker, or clerk.
3. It is read by title only.
4. It is referred to the proper committee.
5. It comes back to the house if favorably recommended by the committee.
6. It is placed on the house calendar.
7. It receives a second reading, and is debated and voted upon.
8. It then receives a third reading, and is debated and voted upon.
9. If passed, it is sent to the other house, where it undergoes much the same process.
10. If passed by the other house, the bill is enrolled and signed by the presiding officer of each house.
11. It goes to the governor.
12. If he signs the bill, it becomes a law.

The original copy of each state law is filed in the office of the secretary of state in the state capitol.

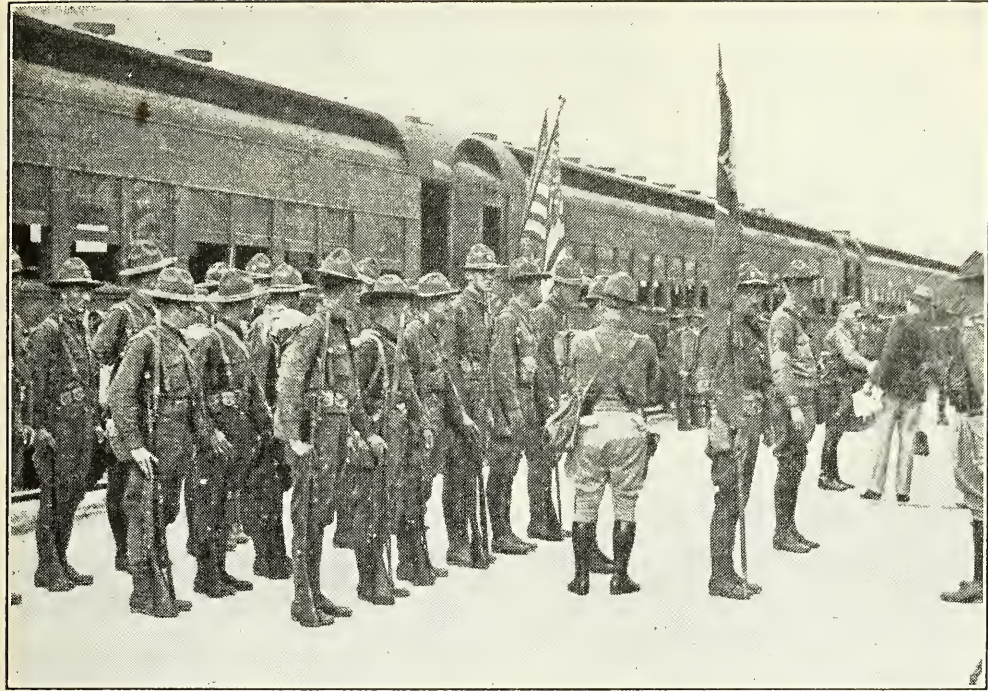
Can you tell why the speaker of the House of Representatives votes, while the presiding officer of the Senate (if the Lieutenant Governor) votes only in case of a tie?

Lobbying. It is not uncommon for individuals who are especially affected by state laws to go to the state legislature or to send special persons there to try to influence legislation which they desire passed or defeated. . These persons are

known as *lobbyists*. The word originated in the habit of waylaying the legislative representatives in the lobby, or corridor, of the state capitol to talk with them. Some states require a lobbyist to register his name and the name of the organization he represents with the secretary of state, and after the adjournment of the legislature to file a sworn statement of his expenses. This record is kept available for public inspection. Such persons are generally regarded as professional lobbyists. There is, however, a type of lobbying which is considered justifiable. When, for example, the legislature or a committee of the legislature, announces public hearings on important bills, it is entirely proper for any citizen to be present and offer his views on the bill to be considered. He may even prove of great assistance to the legislators, for it is possible that he may be better informed than they are on the problem covered by the bill. His advice may aid them to vote more intelligently on the bill.

The Executive Department. The legislature makes the laws, and the executive carries them out. Each state has a chief executive officer called the *governor*. He is responsible for the administration or carrying out of the laws of the state, but there are other members of his department who also have executive power and who are not under the direct control of the governor. That is to say, the governor does not appoint all the other executive officers. Some are elected by the people. Thus the state governor must share his executive powers. This is not true of the Chief Executive of the United States.

1. *The Governor.* The governor of the state is elected by the voters of the state. His term of office ranges, among the states, from two to four years. In some states he is not eligible for a second *consecutive* term. To be eligible as a candidate for governor, a person must be of a specified age, a citizen of the United States, and, in most states, a resident for a certain number of years of the state in which he seeks election.



Wide World

The state militia arriving at a scene of disturbance. What is the difference between the service of state militia and that of state police?

2. *Power and Duties.* The governor has specific powers and duties. First and foremost, it is his duty to see that the state laws are carried out. He can use the militia for this purpose, if necessary. He is commonly called upon to serve as the official representative of the state at such functions as public meetings, historic dedications, special memorials, and so on. He may pardon criminals. He is *ex-officio* (by virtue of his office) a member of many boards and commissions. He may call extra, or special, sessions of the legislature. He may influence legislation by means of his executive message. He may sign or veto bills sent to him by the legislature. Following is a brief survey of the powers and duties generally given the state governor.

1. In some states, with the aid of the director of the budget, he prepares an annual budget.

2. Except in North Carolina he has the power of veto. In some states he can veto separate items in a bill or budget.

3. He can appoint and remove certain executive officials.
4. He can call extra sessions of the legislature.
5. He can grant pardons and reprieves.
6. He can send a message to the legislature outlining conditions throughout the state and suggesting needed legislation.
7. He is commander-in-chief of the state militia.
8. He must administer the laws passed by the legislature.
9. In some states he may appeal to the federal government for military assistance on occasions of troubles beyond the power of state control.
10. Besides these powers the state governor has the responsibility of many social duties that fall to his office, such as making public addresses and attending public functions.

3. *Other State Executive Officials.* The remaining executive officials of the state vary among the states. About three fourths of the states have a *Lieutenant Governor* who presides over the state senate, and votes in the body only in case of a tie. There is a *Secretary of State* in all the states. His duty is that of custodian of the state seal and of the state archives. The *State Treasurer* has charge of all state funds, and pays out state money when it is appropriated by the legislature, but only upon warrants issued by the *auditor* or some other properly appointed officer. The *Auditor*, called in some states the *Comptroller*, must see that no money is spent unless properly authorized, and issues warrants upon the treasurer for the payment of state moneys. The *Attorney-General* is the chief law officer of the state. He appears in court as the representative of the state. The *Superintendent of Public Instruction* has general supervision of the educational interests of the state. Among the many executive agencies are the commissioners of agriculture, of immigration, of labor, of railroads, of public works, the state engineer, the state printer, factory inspectors, pure food and dairy inspectors, the state architect, the state board of health, the state highway commissioners, the state board of charities, and public service commissioners.

Securing Office. Civil service laws have been passed by some of the states to provide a method of selecting minor

officials and state employees. These laws require that candidates qualify for office by means of competitive examinations. An *eligible list* is set up, on the basis of the results of these examinations, from which appointments are made. Not all such positions, however, are filled by the *merit system*. Some officials are directly appointed by their superiors. Officials elected by the people are removable by *impeachment* (used for high officials only), by resolution of the legislature, by judicial conviction of the officer for certain crimes, or by recall in a few states. Under the process of impeachment, charges are preferred by the lower house of the legislature. The senate becomes the jury and the judge during the trial. If found guilty by a two-thirds vote of the senate, the official is removed from office.

The State Judiciary. 1. *Justices of the Peace.* It is to the judicial branch of our state government that we look for the protection of our liberties and rights. At the very base of the state judiciary are the justices of the peace. These officials settle innumerable petty disputes which can be adjusted out of court. Justices of the peace exercise jurisdiction over civil cases involving small sums, and over petty offenses against the law. Generally there are several justices of the peace in every town or township and usually they are elected by the people. Besides their judicial duties, they marry people, administer oaths, and render documents legal by affixing to them the state seal.

2. *County or District Courts.* Next above the justice of the peace courts are the *county* or *district* courts. To these courts come civil and criminal cases either directly, or more frequently, from the justice's "court." A civil case is one brought to court for the enforcement or protection of a private right, such as when a creditor sues a debtor. A criminal case is not brought by a private individual, but by the state whose peace and honor have been violated by a crime that has been committed.

3. *Superior or Circuit Courts.* A step higher in the judicial ladder are the *superior* or *circuit courts*. These operate over a group of counties, in some instances over the whole state. The judges generally travel from county to county, holding court in the various county districts. Usually the circuit court hears appeals from the courts and accepts civil and criminal cases.

4. *The State Supreme Court.* At the top of the state judicial ladder is the *state supreme court*. It has jurisdiction over the entire state. Its judges, from three to nine in number, are elected or appointed from the state at large. On account of the large number of appeals which are constantly being brought to the state supreme courts, many of them are overburdened with work, and in some states other appellate courts with limited authority have been established.

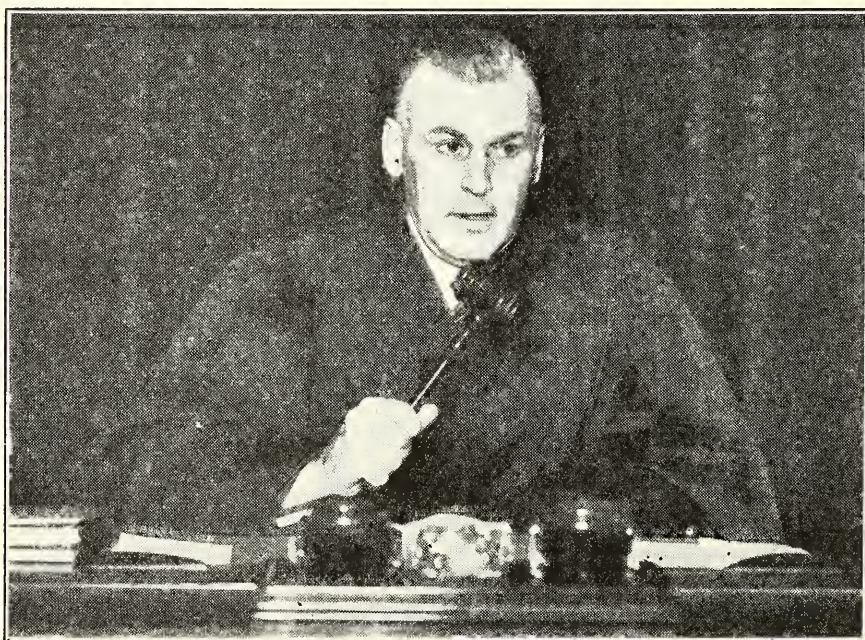
5. *Municipal Courts.* *City courts*, usually called municipal courts, are provided for by most of the states to relieve the congestion of the county court. They hear, generally, both civil and criminal cases. *Juvenile*, or children's courts, are to be found in the larger cities. The judges of these courts pass judgment on young or juvenile offenders, without a jury, and, with the aid of a probation officer and by conferences with parents, make an effort to assist the child who is running astray toward right living rather than to punish him for his wrong. A number of cities have a *Small Claims Court* whose function it is to decide promptly and rapidly cases involving very small sums of money. Some cities have *Domestic Relations Courts* for settling family disputes as between husband and wife and parents and children. A number of cities have *Night Courts*, open usually from 6 P.M. to 3 A.M. so as to enable persons to avoid the necessity of furnishing bail or of spending a night in a cell while awaiting trial for petty offenses. A *Municipal Traffic Court* has jurisdiction over offenses under the motor-vehicle laws.

Judges. In some states no specific qualifications are prescribed by law for judgeships. As a matter of fact, nearly all judges are lawyers except for most justices of the peace and police magistrates. The term of office for judges varies throughout the states. In most states judicial tenure (office holding) is from ten to twenty-one years. Judges are removable either by impeachment or by joint resolution of the legislature. Judges can be reelected to office where their term is limited. In most of the states judges are elected to office.

Court Trials. 1. *A Civil Case.* A civil case in court is usually started when the plaintiff files a complaint. The court then issues a summons directing the constable or sheriff to notify the defendant to appear at court at a certain time, for trial. Then follows the statement of facts by the attorney for the plaintiff. Witnesses testify. The lawyer for defense presents his witnesses. Examination and cross-examination are next in order. If the plaintiff fails to establish his case, the judge may dismiss the suit. Before the jury retires from the court room the judge explains to it how the law applies to the case under consideration. After receiving these instructions the jury withdraws to the jury room to deliberate in secret. Upon return of the verdict the judge pronounces judgment. The losing party may appeal the case to a higher court unless the court of hearing is one of final jurisdiction.

2. *A Criminal Case.* The procedure in criminal cases is not quite the same as in civil cases. Upon complaint a magistrate or justice of the peace issues a warrant and delivers it to a constable whose business it is to arrest the accused. When arrested, the accused is usually brought before a justice of the peace, or a city magistrate, and examined. This official either releases him or binds him over to the court. If the crime is not a *capital* offense, or murder, the accused may usually secure his release from jail while awaiting trial by giving bail, that is, by having one or more persons

pledge a certain sum of money as security in case the accused should fail to appear for trial at the time set. The grand jury, a group of men, fifteen or more, who investigate all charges of crime that have been committed in the county, reports to the court whether they consider the evidence against the accused strong enough to warrant a trial. The *prosecuting attorney* for the state attends the sessions of the grand jury and aids it in its inquiries. He prepares the indictment (a charge against the accused), and, if the grand jury finds a "true bill of indictment," the accused is brought into the court and arraigned, that is, the charge is read to him and he is directed to make his plea. If he pleads guilty, the judge pronounces sentence upon him. If he pleads not guilty, a trial takes place. If he has no counsel to defend him, the court appoints some member of the local bar to act as his attorney at the expense of the state. The next step is the selection of a jury called the *petit* or *trial jury*. The law requires that a jury must be selected from the com-



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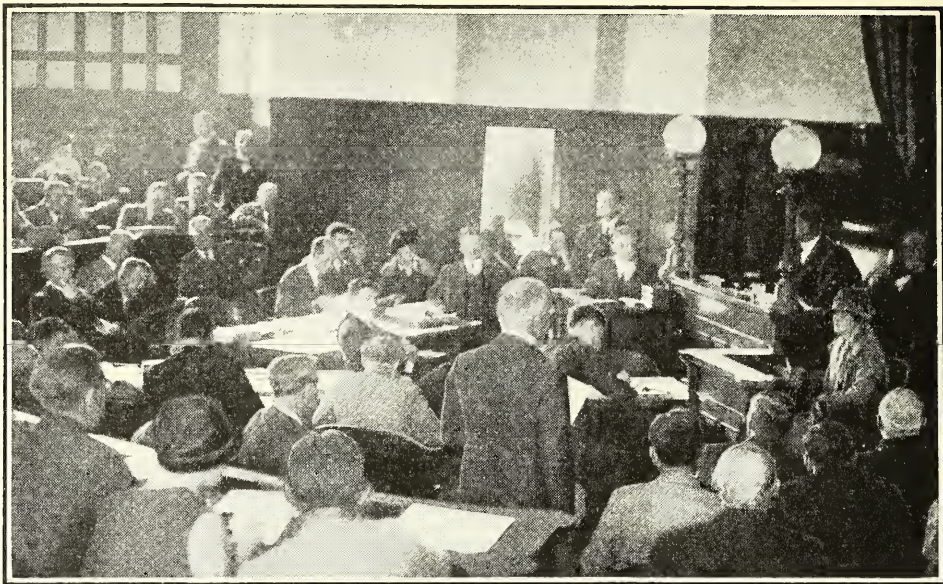
The judge is pronouncing the sentence. Why does he wear this special attire when holding court? What is the purpose of the gavel?

munity in which the offense was committed. The procedure in the court room of witnesses, examination, and cross-examination is very much the same as followed in the trial of civil cases.

3. *Sentence, Verdict, Appeal.* If the state fails to establish its case, the judge dismisses the accused. If there is only one possible sentence to pronounce, the judge instructs the jury about the verdict. If, however, the evidence leaves the conclusion open, or in doubt, the jury makes its decision alone. Before it retires from the court room the judge instructs it in regard to the law applicable to the case. After receiving its instructions, the jury withdraws to the jury room to deliberate in secret. If after a reasonable time the jury cannot agree upon a verdict, it so reports to the judge and is discharged. The case may then be tried before another jury.

Upon the return of the verdict the judge pronounces the sentence or renders judgment. This is the decision of the court as to what redress, if any, must be made. In most civil cases the losing party is required to pay a certain sum of money (usually determined by the jury) as compensation for the damages sustained by the successful party. If he refuses to pay, an execution is issued whereupon the sheriff is authorized to seize and sell the defendant's property in sufficient amount to satisfy the judgment. If acquitted, a person cannot be tried a second time for the same offense.

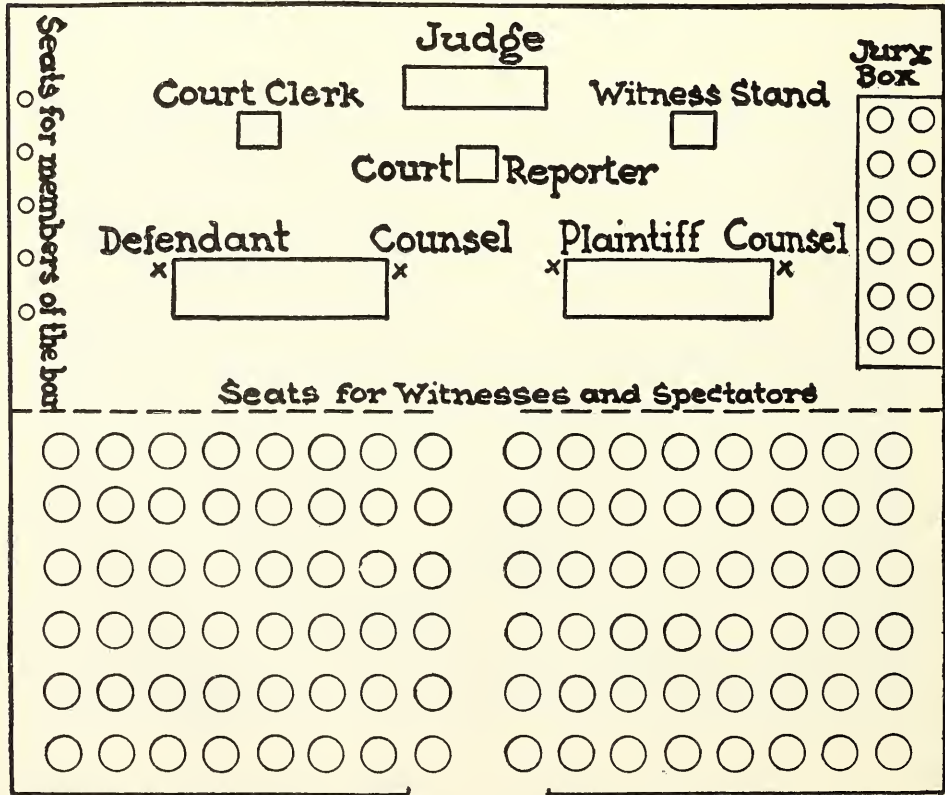
After the sentence has been pronounced, unless the court is one of final jurisdiction, the losing party is permitted to appeal to a higher court on a claim that errors were committed by the judge during the trial, as, for example, the admission of improper evidence or the exclusion of proper evidence; or on a claim that the verdict was contrary to the law. The higher court either affirms the judgment of the lower court or reverses it. The side which loses an appeal may sometimes carry the matter still higher until the case



P & A Photos

COURT ROOM DURING A CRIMINAL TRIAL

The witness whose testimony is being heard is the woman seated in the witness stand, at the right. Of the twelve jurymen, only five are seen in the lower right corner of the picture. The plan below shows a different court room.



finally reaches the highest court of the state. If the judgment is finally affirmed, it must be carried out ; if it is reversed, a new trial is granted and the case is started again from the beginning.

4. *Plan of a Court Room.* The illustration and plan shown on page 460 may help you to visualize a scene in court.

ANSWER BRIEFLY

1. Name six powers of state governments.
2. Name four restrictions the Federal Constitution places on state governments.
3. By what process is a new state admitted into the Union?
4. In what respects do modern state constitutions differ from those of early times?
5. What are the main features of a state constitution?
6. How is each house of the state legislature organized?
7. What are the powers of the Speaker?
8. How does a state bill become a law?
9. What is lobbying?
10. If you were the governor of your state, what duties would you have to perform?
11. Name four other state executive officials and tell what are their duties.
12. How is a typical state judiciary organized?
13. Describe the trial of a civil suit.
14. Describe the interior of a court room.

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

governor	legislature	appeal
state	employers' liability law	plaintiff
sentence	workingmen's compensation law	defendant
territory	indictment	supreme court
verdict	arraignment	circuit court
jury	prosecuting attorney	county court
petit jury	justice of the peace	municipal court
grand jury	gubernatorial	auditor
police power	ex officio	lieutenant governor
comptroller	judgment	immune

Suggestion I.

1. There are seven things that a state may not do. Find them in the Constitution of the United States and write them in the form of a list in your notebook.

2. List six rights and privileges granted to states. (See: U. S. Constitution)

3. List the steps a territory must take to be admitted into the Union as a state.

4. List the typical features of the average state constitution.

Suggestion II. The following is a list of the major interests and activities of our state governments. From an analysis of your state manual make a list in your notebook of those that are mentioned.

Education.

Conservation of Natural Resources.

Conservation of Health.

Punishment of Crime.

Aid to Agriculture.

Regulation of Marriage and Divorce.

Supervision of Labor Conditions.

Accident Compensation.

Regulation of Trade.

Regulation of Public Utilities.

Construction and Maintenance of Highways.

Railway Legislation.

Blue-sky Laws.

Regulation of Banking and Insurance.

Regulation of Business.

Suggestion III. Complete the following table on a separate sheet of paper in your notebook, getting your information from your state manual, the *World Almanac*, or similar authority.

NAME OF STATE	SIZE OF SENATE	TERM OF SENATORS	TERM OF REPRESENTATIVES	TIME LIMIT OF SESSIONS	NAME OF SPEAKER OF HOUSE	NAME OF PRESIDENT OF SENATE

Suggestion IV. Read the portion of your state constitution which deals with the executive branch of government and complete the following table.

TITLE OF HIGHEST EXECUTIVE OFFICES	HOW CHOSEN	QUALIFI- CATIONS	TERM	SALARY	POWERS AND DUTIES

Suggestion V.

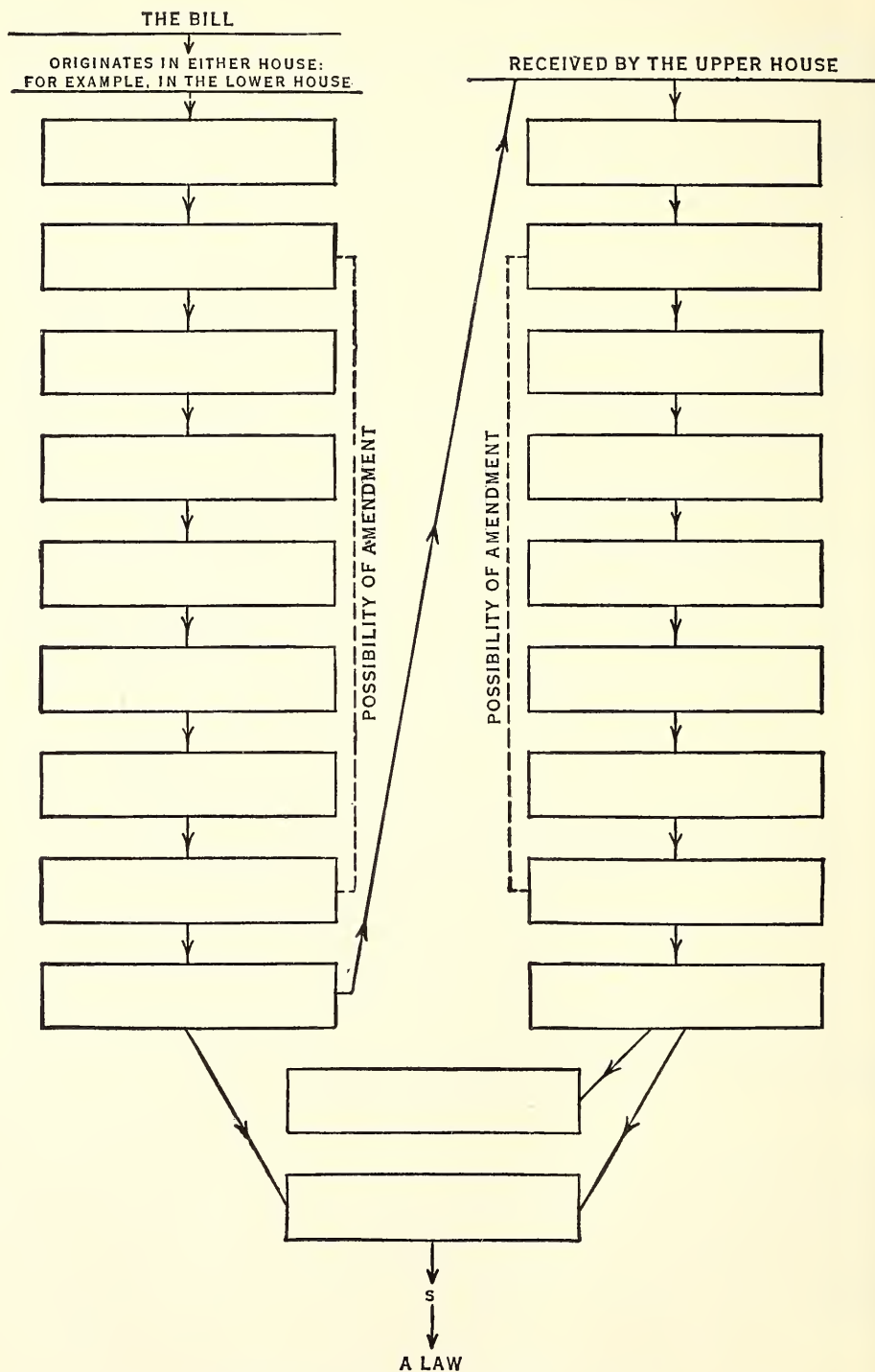
1. Name three regular state courts. Name several courts established for some specific purpose.
2. Draw a plan of a court room.
3. Complete the following outline concerning the judges of your state. Consult your state constitution.

JUDGES VARIOUS COURTS	QUALIFI- CATIONS	TERM	SALARY	METHOD OF CHOOSING	EXTENT OF DUTIES JURISDICTION

Suggestion VI. Complete the following table.

POWERS OF THE STATE GOVERNOR

KINDS OF POWER	DEFINITE ILLUSTRATION OF EACH
Legislative	1
	2
	3
Administrative	1
	2
	3
Military	1
	2
	3
Judicial	1
	2
	3



THE MAIN STEPS IN MAKING A LAW

In the minor details the states vary considerably. What changes, if any, should be made in this chart to make it fit your state?

Suggestion VII. Vying with each other to attract the attention of millions of visitors to the World's Fair in Chicago in 1934, the various states sent exhibits to the Hall of States, to show their individual progress made in the last 100 years. Among the contributions were:

Florida — watermelon and fruits

California — redwood and fruits

Washington — grains and orchards

Georgia — minerals

Minnesota — "land of 10,000 lakes"

Indiana — forests

Michigan — grains and factories

South Dakota — minerals

Missouri — farms

Mississippi — food products

Wisconsin — forests and fish

Ohio — ceramic art

New York — industries and impressive "works of man"

North Dakota — agriculture

Illinois — minerals

Texas — agriculture

West Virginia — soft coal

Arkansas — pottery

This list is by no means complete. Draw up in your notebook a 1934 Hall of Fame for all the states in the nation. If possible, name one outstanding leader or statesman for each state.

Suggestion VIII. Complete the diagram on page 464, tracing the successive steps in the process of state lawmaking.

FOR DISCUSSION

The state legislature should consist of one house instead of two.

State judges should be elected, not appointed.

The state governor and his cabinet should be allowed to speak on the floor of the legislature.

The state governor should be permitted to appoint all other executive officials.

FOR YOUR BULLETIN BOARD

Draw a framework sketch of your state government similar to the ones previously noted on city government. If possible, have on display a copy of your state constitution. Get or draw a picture of your state

seal. Also of your state flower. Of your state motto, if you have one. A map of your state could be shown here, too. Show pictures of your governor, your state capitol, and any other features describing the institutions of your state.

FOR YOUR INDIVIDUAL CONSIDERATION

Suggestion I. Visit a near-by court during a civil-trial proceedings. Follow the trial until a decision has been rendered. Then transfer your classroom into a pseudo-court room and conduct a mock trial of a civil case, the procedure of which will be based upon that of the case you witnessed in the court room.

Suggestion II. Supply the data requested below concerning the administration of the government of your state. Consult your state manual or constitution.

Does your state have:

A budget? A department of health? The short ballot? A legislative reference bureau? A fire marshal? State troopers? A law providing for the incorporation of trade unions? A means of settling labor disputes? A labor bureau? A law providing for factory inspection? An industrial welfare commission? A child-labor law? A minimum-wage law? An employers' liability law? A workingmen's compensation law? Blue-sky laws?

WRITTEN WORK

1. Write a short composition discussing the fish and game laws of your state, the state parks, the forest preserves, and the bird sanctuaries. Use as many terms of the language of the law as you can.

A WORKING BIBLIOGRAPHY

For the Pupil

1. GARNER AND CAPEN, *Our Government*.
2. MAGRUDER, F. A., *American Government*.
3. MUNRO, WM. B., *American Government Today*.

For the Teacher

1. BRYCE, JAMES, *The American Judge*.
2. DODD, W. F., *State Government in the United States*.
3. HOLCOMBE, A. N., *State Government in the United States*.
4. KETTLERBOROUGH, C., *The State Constitutions*.
5. MATHEWS, J. M., *American State Government*.

CHAPTER XXVI

National Government

The Chapter Message

1. *Our national government has its immediate origin in the Articles of Confederation which proved too weak to make of the thirteen colonies a strong nation.*

2. *The federal Constitution was framed and adopted in order to establish "a more perfect union."*

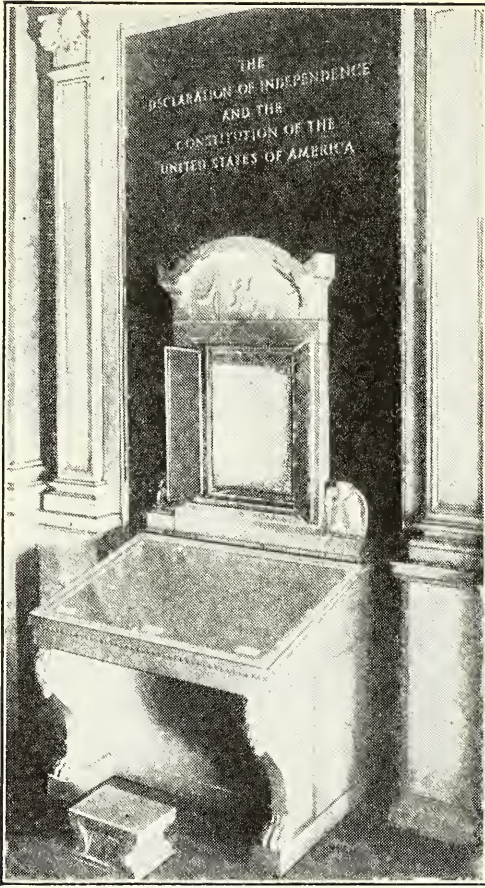
3. *The national legislative department, called Congress, is bicameral, that is, made up of two bodies or houses.*

4. *Congress has two kinds of powers, namely, expressed powers and implied powers. The expressed powers are supplemented by the implied powers.*

5. *The national executive department is made up of the President, the Vice President, and all other executive officers.*



The Great Seal of the United States is attached to certain important documents. Do you know what documents carry this seal? Do you know the significance of the symbols on it?



An historic niche in the Library of Congress, Washington, D. C. Of what importance in the development of American government are these two documents?

6. *Independent boards and commissions in the executive department have been multiplying rapidly in number.*

7. *The national judicial department comprises the United States Supreme Court, the Circuit Courts of Appeals, the District Courts, and several special courts. The jurisdiction of these courts is limited by the Constitution.*

The Establishment of the Union. 1. *The Articles of Confederation.* During the American Revolution each of the rebelling colonies not only set up its own independent government, but also agreed to the establishment of a central government. A national government was provided by the *Articles of Confederation.*

The Congress of the Confederation was given power to manage certain affairs for the newly made states that affected all of them, such as war and peace, relationship with foreign countries, money, trade, the Indians, and a postal system. Although the Articles of Confederation proved of great value, they proved, also, to be very weak. Each state, regardless of size and population, had but one vote in the Confederation Congress. This Congress had no power to tax. It had no power to regulate commerce either at home or abroad. In a few years' time its weakness caused great dissatisfaction. The eight years under the Articles of Confederation have been

called the Critical Period of American history because it was by no means certain during that time that the states could live alone or live together. So conventions were called to talk over these problems. One met at Annapolis, another at Philadelphia. In the latter city, in 1787, there was framed the national Constitution which was soon ratified by the states. Ever since its ratification this constitution has remained the basis for our government.

2. *The Constitution.* Our Constitution has a very distinctive character. Among the constitutions in use in the great nations of the world today, ours is the oldest. It is written in clear, concise, simple language. It is very brief. It fills only a few printed pages and can be read from beginning to end in about twenty minutes. It grants power and prohibits power. It defends liberty as well as law. It can be changed or modified as conditions require by judicial interpretation or amendment.

Every American should read the national Constitution, word by word, article by article, for the sake of political intelligence. Suppose we turn to page 641 and read it together. The preamble comes first, phrased in words very familiar to Americans. You will see that this preamble states the real purpose of the Constitution. Article I describes the Legislative Department; Article II, the Executive Department; Article III, the Judicial Department; Article IV, the relations of the states; Article V, the methods of amendment; Article VI states general provisions; Article VII provides for ratification. Then come the amendments. The first ten — commonly called the Bill of Rights — guarantee certain rights to the individual. Amendment XI limits the authority of the federal courts; Amendment XII tells how the President and the Vice President are to be elected; Amendment XIII frees the slave; Amendment XIV defines citizenship; Amendment XV gives the Negro the right to vote; Amendment XVI legalizes the income tax;

Amendment XVII provides for the direct election of senators; Amendment XVIII provided for the prohibition of intoxicating liquor, but was repealed by Amendment XXI; Amendment XIX provides for woman suffrage; and Amendment XX determines the time of the congressional sessions as well as of the presidential inaugural. Such is the structure of our federal constitution.

Select five readers from the class group. Have one read aloud the preamble of the National Constitution; the second read the Articles; the third, the Bill of Rights; and the fourth, the remaining Amendments. Then request the fifth to read the entire Constitution through from beginning to end. Do not stop to explain the different provisions. You will study them below.



It is claimed that the Constitution can be read aloud in twenty minutes!

The House of Representatives. The national law-making bodies are called the Congress. It is *bicameral*, that is, it is divided into two houses, the "lower" house called the House of Representatives and the "upper" house, the Senate. In the former, there are 435 members, apportioned according to the population among the

states of the Union. In the Senate there are 96 members, two for each state, regardless of size or population. A census, or counting of our inhabitants, is taken once every ten years. It is on the basis of the census figures that the membership in the federal House of Representatives is determined. At present the House has one representative for about every 300,000 inhabitants of the country. The Constitution provides that representatives to Congress shall be chosen in each state for a term of two years by vote of those persons who are qualified to vote for members of the

lower house of the legislature of that state. Members of the House of Representatives are therefore the choice of the people of the states. They are eligible for reelection. To be eligible for membership to the House of Representatives, a person must have been a citizen of the United States for at least seven years, must be twenty-five years of age, and must be an inhabitant of the state from which he or she is chosen.

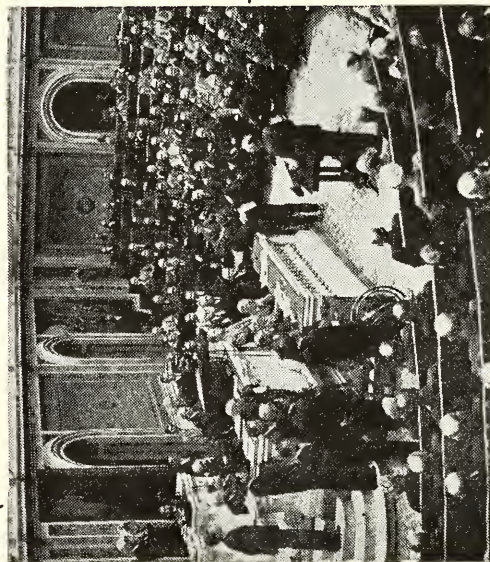
The Senate. The Senate of the United States Congress is less than one fourth the size of the House of Representatives in membership. Because it is so much smaller, it can permit its members greater freedom of debate. By the provisions of the seventeenth amendment to the Constitution, the Senators are elected directly by vote of the people of the states. They serve for a term of six years and are eligible for reelection. A Senator must be at least thirty years of age, must have been a citizen of the United States for nine years, and must be a resident of the state at the time of his or her election.

The United States Congress. The National Constitution requires that Congress shall assemble at least once a year beginning in January. Each Congress has two regular sessions and such "special" or "extra" sessions as the President may call. Both houses hold their meetings in the United States Capitol building. The House of Representatives meets in a large rectangular room in the south wing of the Capitol, and the Senate holds its sessions in a smaller room in the north wing of the building.

1. Organization. Each house chooses its own officers, except that the Vice President of the United States is, under the terms of the Constitution, president of the Senate. The presiding officer chosen by the House of Representatives is called the "speaker." The Senate has a secretary, the House has a clerk. Both houses discuss and pass bills, as do the two houses of a state legislature, and keep journals of their

10. Congress has power to make rules concerning the territorial possessions of the United States and to admit new states, and to regulate commerce with foreign nations.

9. Congress has power to establish Federal Courts that are lower in rank than the Supreme Court and to punish crimes against the United States.



1. There are 435 members in the House of Representatives, chosen by the voters of their respective states for two-year terms. Each state has at least one representative. Nearly all representatives are elected from single-member, state districts and are eligible for any number of reelections.

2. The presiding officer of the House of Representatives is the Speaker. He is a member of the House and is chosen by the membership when each new Congress assembles. The Speaker may vote on all motions before the House.

3. The House of Representatives has sole power to originate revenue bills, to prefer charges of impeachment, and to choose the President of the United States when no candidate has received a majority of the electoral vote.

4. There are 96 members in the Senate—two from each state—chosen at large by the voters for six-year terms. They are eligible for any number of reelections.

7. Congress may, at any time, alter the regulation prescribed by each state relating to the time and manner of electing senators and representatives. It enacts also uniform laws pertaining to naturalization, bankruptcy, patents, and copyright.

8. Congress has power to levy and collect taxes and to provide for the general welfare of the United States. It has power also to coin money, regulate its value, and fix the standard of weights and measures.

6. The Senate has sole power to ratify treaties, to approve appointments recommended by the President of the United States, and to try impeachment charges made by the House. It chooses the Vice President when no candidate has received a majority of the electoral vote.

5. The presiding officer of the Senate is the Vice President of the United States, elected at the regular presidential election. He has no vote, however, unless there is a tie vote. It may happen that the President of the Senate is of a different political party from that of the majority in the Senate.

Study the facts about each house of Congress in the order numbered. Note the combined powers of both houses—7, 8, 9, and 10—as compared with those exercised by the houses separately. Consult the Constitution for a complete list of these powers.

proceedings. Each house has a sergeant-at-arms who preserves order, has charge of the hall, and performs various other duties. The National Constitution provides that a *majority*, that is, more than half of the members of each house, shall constitute a quorum for the transaction of business. The sessions of the House of Representatives and most of the sessions of the Senate are open to the public.

2. *Committees.* Both houses of Congress employ the committee system. The size of the committees in the House ranges from 3 to 35 members, and in the Senate from 3 to 25 members. All bills are referred to committees for consideration. The main committees in the House of Representatives are the committees on ways and means, appropriations, commerce, military affairs, naval affairs, foreign affairs, judiciary matters, and rules. In the Senate, prominent committees are those of finance, appropriations, commerce, military affairs, naval affairs, foreign affairs, judiciary matters, education and labor.

The Powers of Congress. Congress is granted under the authority of the Constitution two kinds of powers, *expressed* powers and *implied* powers.

1. *Expressed Powers.* Among the expressed powers granted Congress (See U. S. Const. Art. I, Sec. 8) is the power to levy taxes, to borrow money, to coin money and regulate its value, to punish counterfeiters of federal money and securities, to regulate foreign and interstate commerce, to establish uniform bankruptcy laws, to regulate weights and measures, to establish a uniform naturalization law, to grant patents and copyrights, to establish post roads and post offices, to establish courts inferior to the Supreme Court, to define and punish piracies and felonies committed on the high seas and offenses against the law of nations, and to exercise complete governing control over the District of Columbia. Congress also has the power to declare war, to raise and support armies, to provide and maintain a navy,

to make rules for the government and operation of the land and naval forces, to provide for the organizing, arming, and disciplining of the militia, and for summoning the militia to carry out the laws of the federal government, suppress insurrections, and repel invasions.

2. *Implied Powers.* The implied powers of Congress are very sweeping. The eighteenth clause of Sec. 8 Art. I — called the *elastic* clause — gives the power to “make all laws which shall be necessary and proper for carrying into execution the foregoing (17) powers, and all other powers vested by this Constitution in the government of the United States, or in any department, or officer thereof.” Congress has made extensive use of its implied powers. By means of this clause it has established national banks, improved rivers, harbors, and canals, built public buildings, passed pure food laws, and legislated on many matters not definitely mentioned in the Constitution.

3. *Special Powers of Each House.* Each house of Congress exercises special powers. Revenue bills can be proposed only in the House of Representatives. The House of Representatives elects the President when no candidate has received a majority of the electoral vote. The House of Representatives prefers charges of impeachment.

The Senate, on the other hand, must approve or reject appointments made by the President and must ratify treaties by a two-thirds vote. The Senate conducts the trial of impeachment charges preferred by the House. It has the sole power to elect the Vice President when no candidate has received a majority of the electoral vote.

How a Federal Bill Becomes a Law. You read in the preceding chapter about the course of a bill through the state legislature to the desk of the governor. Briefly described, the following is the career of the ordinary federal bill. A bill is introduced in either house by sending it, signed with the name of the member introducing it, to the presiding officer's desk.

There the bill is recorded and given a number. It is then referred to the proper committee, printed, and placed on the desks of the members of the house in which it has been introduced. The committee to which the bill has been sent may recommend it, with or without amendment or change, reject it entirely, or "pigeonhole" it, that is, set it aside without acting on it one way or another. If it is returned to the house by the committee it is placed on the calendar, debated, and perhaps amended, voted upon, and if passed, it goes through much the same procedure in the other house of Congress. If passed in the same form by both houses, it is signed by the presiding officers of each house and sent to the President of the United States. He is allowed ten days to make up his mind about signing or vetoing the bill. If he signs it, it becomes a law. If he does not sign it, he usually returns it to the house in which it originated with a statement of his objections. It may be passed over his veto by a two-thirds vote of both houses of Congress. If, however, the President does not sign the bill and does not return it within the ten days allowed him, it becomes a law, unless Congress has meanwhile adjourned.

The Election of President and Vice President. The Federal Constitution requires that the President, who is the chief executive of the nation, shall be a "natural-born" citizen (a native) of the United States, at least thirty-five years of age, and a resident of the United States for fourteen years. The same qualifications are laid down for the Vice President. The President may serve as many terms as the people see fit to elect him, but precedent and custom limit him to two terms. The President and Vice President are chosen on separate ballots, not directly by the voters, but by "Presidential electors" in each state. Each state has as many electors as it has Senators and Representatives in Congress. The entire group of electors throughout the nation is called the "electoral college."



Ewing Galloway, N. Y.

This is the White House, Washington, D. C. What is its significance?

Succession to the Presidency. The Constitution also declares that in case of the removal of the President from office, by death, resignation, impeachment, or inability to carry out the powers and duties of his office, the Vice President shall take his place. We have a Presidential Succession Act (1886), too, which passes on the succession to the Secretary of State, provided he possesses the constitutional qualifications for the presidency, and, if not, to the other members of the cabinet in the order established in the Act.

Powers and Duties of the President. The President of the United States has many powers and duties. They may be classified into these three groups:

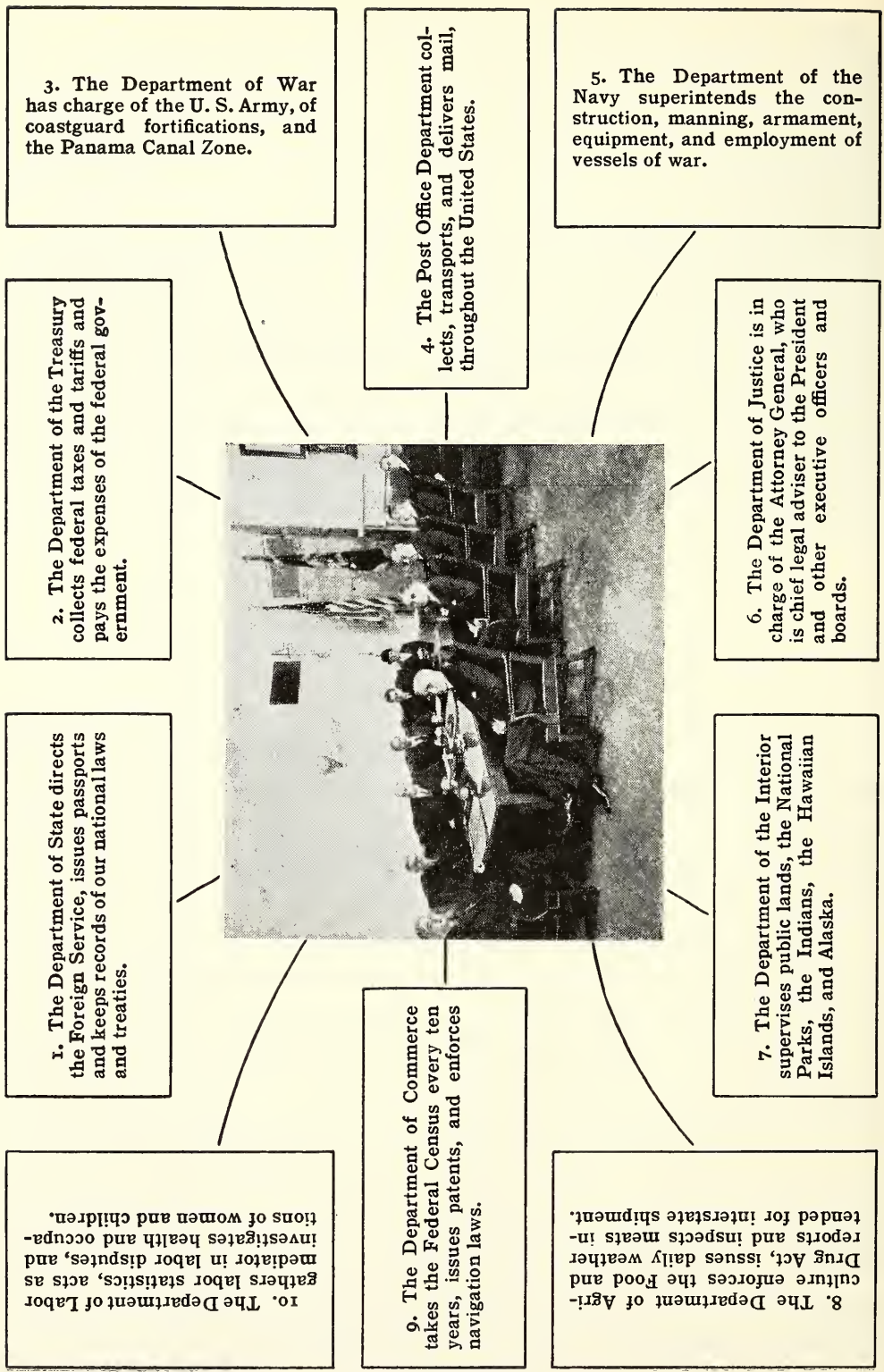
1. *Executive Powers.* To carry out all federal laws, appoint and remove federal officials, command the army, navy, and militia, and direct our relations with foreign powers.
2. *Legislative Powers.* To make treaties with the advice and consent of the Senate, to call extra sessions of Congress, to recommend legislation to Congress, and to sign or veto bills passed by Congress.
3. *Judicial Powers.* To appoint all federal judges, and to grant pardons and reprieves and commute sentences for offenses committed against United States laws.

Other Executive Officials. 1. *The Cabinet.* The President is assisted by the heads of ten executive departments, appointed by him with the consent of the Senate, and by many executive boards and commissions. The executive departments are listed below. Each has at the head a Secretary, except the Department of Justice, whose head is called the Attorney-General, and the Post Office Department, whose head is called the Postmaster General.

1. The Department of State.
2. The Department of the Treasury.
3. The Department of War.
4. The Department of Justice.
5. The Post Office Department.
6. The Department of the Navy.
7. The Department of the Interior.
8. The Department of Agriculture.
9. The Department of Commerce.
10. The Department of Labor.

Collectively the heads of these ten departments are called the President's *Cabinet*. The administrative work of the national government falls largely to these departments. The heads of these departments are responsible to the President and may be dismissed by him at any time.

2. *Executive Boards and Commissions.* Various boards, commissions, and officials in the Executive Department look after administrative work not taken care of by the Cabinet departments. These boards and commissions have been created as they have become necessary. They are in no way connected with the Cabinet but are responsible to the President alone. They cannot all be listed here. A few, however, will give you an idea of the type of work they handle. *The Interstate Commerce Commission* supervises and regulates trade and commerce between the states. *The National Mediation Board* settles disputes between railroad employers and employees. *The Civil Service Com-*



Some interesting functions of the Cabinet departments.

mission carries out the terms of the civil service laws. *The Federal Reserve Board* supervises the Federal Reserve Banks. *The Federal Trade Commission* guards against unfair practices on the part of large business concerns. *The Veterans' Administration* has charge of veteran relief. *The Federal Power Commission* has control of the enforcement of laws concerning the use of water power on public lands and in navigable rivers. *The Federal Communications Commission* regulates radio broadcasting by granting licenses to broadcasting stations and supervising conditions under which these stations may operate. *The Securities and Exchange Commission* regulates transactions in securities (stocks and bonds) having interstate aspects. There are many more national executive boards and commissions.

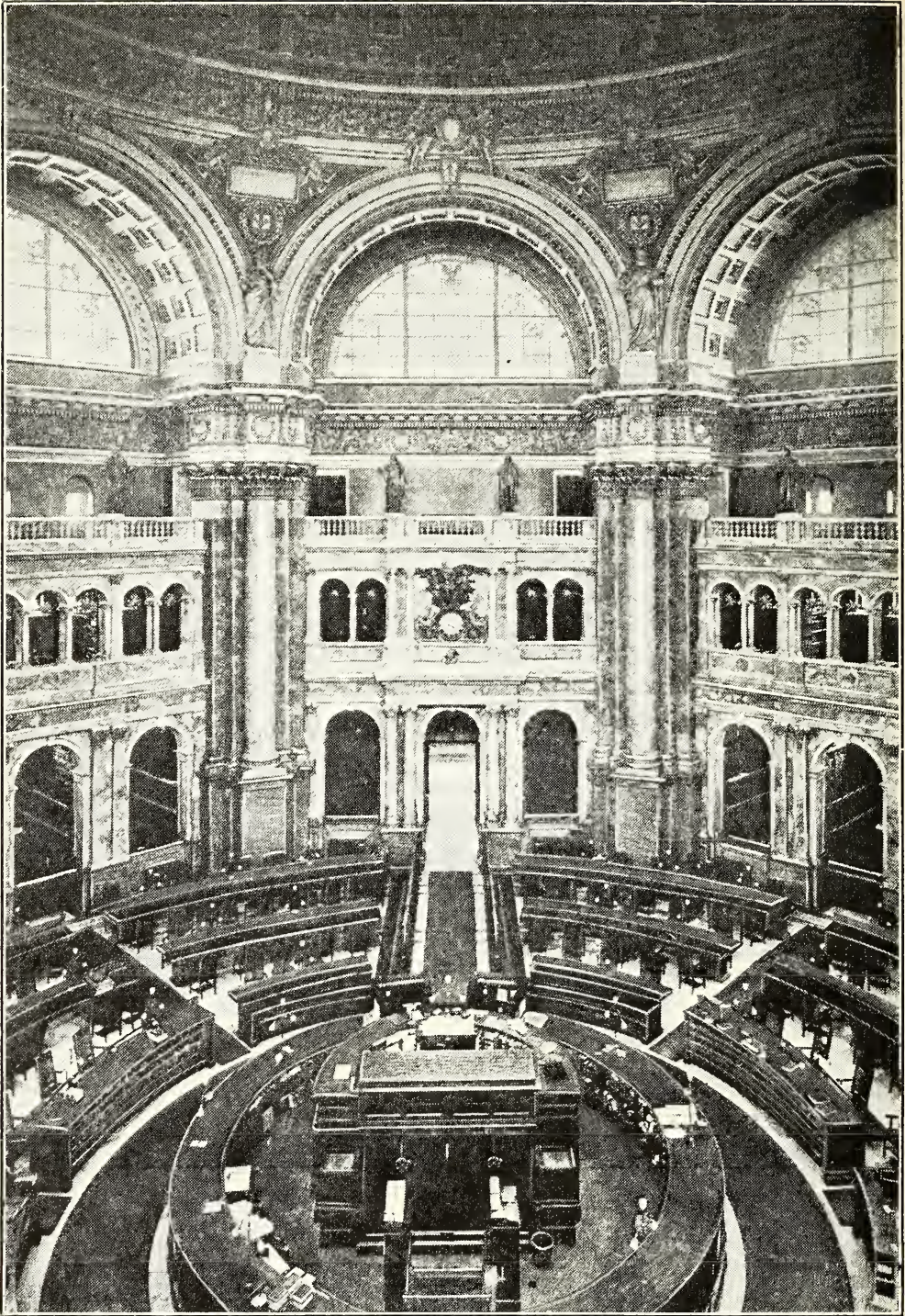
During the administration of Franklin D. Roosevelt a large number of new boards were appointed. Many of these will cease to exist when their purpose is fulfilled, but some among them are likely to become a permanent part of our executive organization.

The Congressional Directory, published annually by the United States, contains much information about the national executive departments, boards, and commissions. It is kept in most large libraries. It may be procured for your school library from your senator or representative in Congress, or by purchase from the United States Superintendent of Documents at Washington, D. C.

The Annual Reports of the members of the Cabinet are full of valuable current information relative to the work of their respective departments. Many of the departments, boards, and commissions also publish special bulletins and reports which contain useful information concerning their activities.

Miscellaneous Services of the Federal Government.

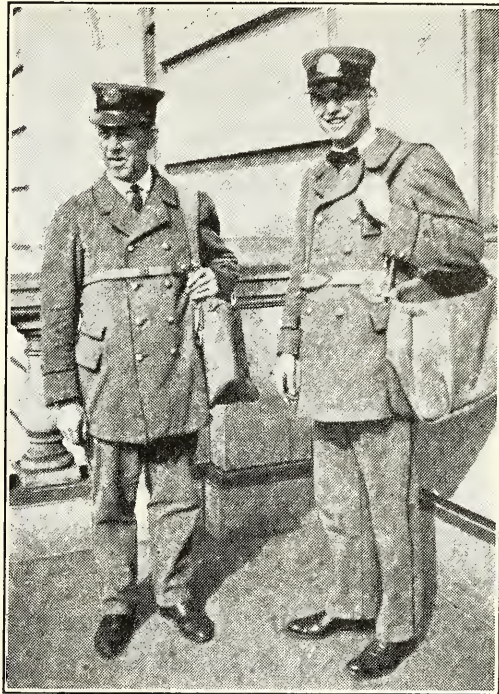
1. *The Postal Service.* Our national government owns and operates one of the largest business concerns in the world. This is the postal service. Besides the regular deliveries in urban regions, it offers a variety of services, among them



An interior view of the Library of Congress. Why is this library maintained by the national government? Does this library differ from any other library with which you are familiar?

a money order system, parcel post, postal savings banks, the air mail, and membership in the Universal Postal Union for the exchange of mail abroad. As one Postmaster-General said, "The United States postal system handles more pieces, employs more men, spends more money, brings in more revenue, uses more agencies, reaches more homes, involves more details, and touches more interests than any other organization, public or private, governmental or corporate."

2. *Copyrights, Patents, and Trademarks.* Copyrights, patents, and trademarks are granted by the national government. The



Why is the postal service conducted by the federal government, rather than by the individual states or by private companies?

copyright law grants exclusive rights of publication to the authors of books and magazines, maps, musical compositions, works of art, photographs, and engravings. A patent is a form of protection granted by the government to an inventor for his invention. This gives the inventor the exclusive right to manufacture, use, or sell the article he has created. A trademark is a word, emblem, or scheme used to identify articles or material possessions. Owners of trademarks may appeal to the courts if others are infringing on their exclusive rights.

3. *National Defense.* An important service rendered by the national government is that of national defense. The defense forces of our nation consist of the regular army and air force, the national guard, the reserves, the reserve

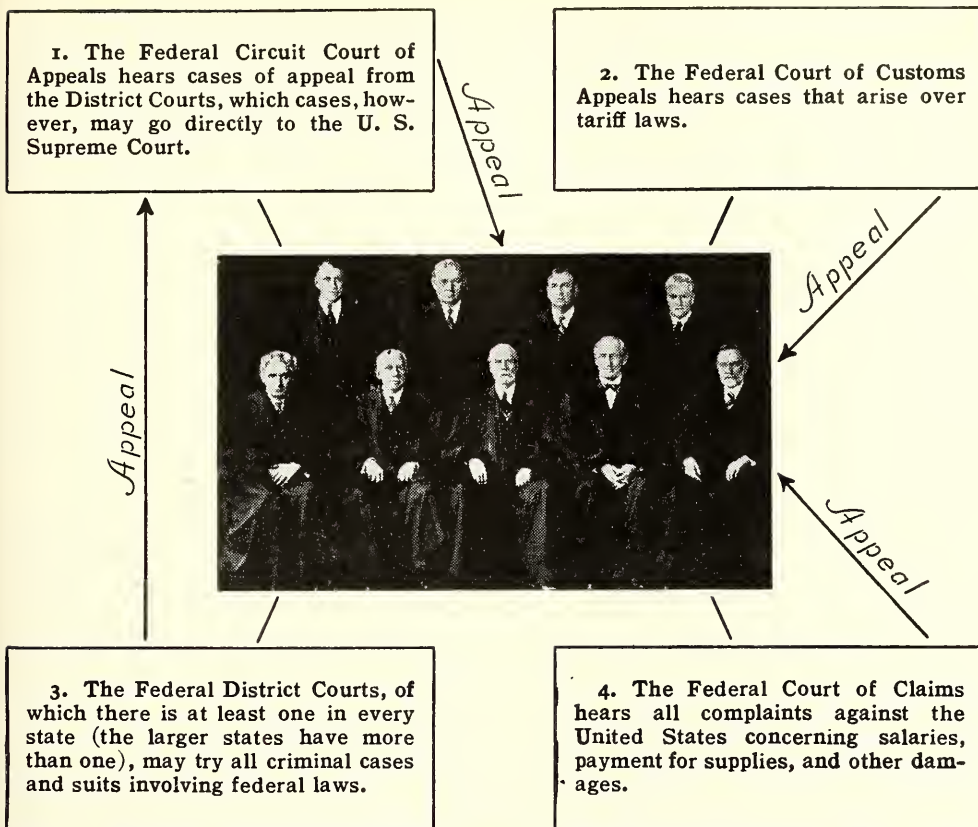
officers' training corps, and the citizens' military training corps. The framework of naval defense consists of the regular navy, the marine corps, the aviation corps, and the coast guard.

4. *Regulation and Control.* The national government regulates and controls many phases of our national life. The conservation of our natural resources is one of the outstanding problems confronting our federal government today. We have already discussed the federal government in its relation to agriculture. Another of its problems is the regulation of transportation, communication, and commerce. Still another is the control of big business. Such matters as pensions, public lands, the Indians, women and children in industry, conditions of labor in the mines, the making of geological surveys, the coast guard service, game and fish protection, public health, the taking of the census, and the granting of passports are a few of the details assigned to the executive department.

The Supreme Court. The United States Supreme Court is located at Washington, D. C. It has one Chief Justice and eight associate justices. Nearly all the cases it hears have been appealed to it from lower federal courts, or in rare instances from state courts.

The Circuit Courts of Appeals. Below the United States Supreme Court are ten *Circuit Courts of Appeals*. The nation is divided into ten judicial circuits for this purpose. The judges of each circuit court include one justice of the Supreme Court assigned to the circuit, and a number of other judges.

The District Courts. The third group of federal courts is the district court group. The country is divided into eighty districts, and there is at least one judge for each district. The jurisdiction of these district courts extends over civil and criminal cases involving the Constitution of the United States, treaties and laws of the United States, crimes committed on the high seas, and controversies between



The Chief Justice and eight associate justices of the Supreme Court.

citizens of different states. However, minor cases in law between citizens of different states are now usually tried in the state courts.

In addition there are a few special federal courts. There is the *United States Court of Claims* whose chief duty it is to pass upon claims made against the federal government. There is a *United States Court of Customs and Patent Appeals* which hears cases involving disputes arising from tariff laws, or complaints brought by inventors. There are two courts in the District of Columbia and one in China. The latter tries cases appealed from the decisions made by American consuls in that country. There is also a Supreme and district federal court in each of the territories. These courts are not counted as part of the national judicial system though the judges of these courts are appointed by the President.

The Federal Judges. All federal judges are appointed by the President, with the consent of the Senate. They are removable from office only by impeachment and may hold their office during "good behavior," which is, really, for life.

Besides the federal judges are the *United States district attorneys* who bring to trial violations of federal law in their respective districts. There is also, in each district, a *federal marshal* who carries out the orders of the federal court and arrests offenders, and also *commissioners* who act in the capacity of a grand jury.

The Work of the Federal Courts. Any federal court can declare an act of Congress to be unconstitutional, but the United States Supreme Court must render final decision. The United States Supreme Court has declared fifty-three acts of Congress, or parts of such acts, unconstitutional. It has also pronounced over three hundred state laws unconstitutional. The Circuit Courts of Appeals are intended primarily to relieve the Supreme Court from its habitually overcrowded docket. These courts exercise *appellate jurisdiction*, that is, they hear cases from lower courts. In most instances their decisions are final. The district courts hear civil and criminal cases involving the Constitution, treaties, laws of the United States, and controversies between citizens of different states.

ANSWER BRIEFLY

1. What was the Critical Period of American history?
2. Why was the Constitution adopted to take the place of the Articles of Confederation?
3. What framework of government is set up by our National Constitution?
4. What are the qualifications for becoming a member of the House of Representatives? A member of the Senate?
5. Why are the first ten amendments called the "Bill of Rights"?
6. What is the purpose of the committee system in the two houses of Congress?

7. What is meant by "expressed" powers of Congress?
8. Name some of the expressed powers of Congress.
9. What "special" powers may be exercised by the Senate? By the House of Representatives?
10. By what steps does a federal bill become a law?
11. What are the qualifications needed to become President of the United States? The Vice President?
12. How may the powers of the President be classified?
13. Name some other executive officials who assist the President?
14. Name the departments of the Executive Cabinet.
15. What is the purpose of the Cabinet? How does it function?
16. Name some executive boards and commissions. What is the general purpose of each?
17. Name a few services rendered by the federal government.
18. Name three grades of courts in the federal judiciary.
19. What is the membership of the United States Supreme Court? What are its functions?
20. State briefly the membership, location, and functions of the Circuit and District federal courts.
21. How do federal judges obtain their office? For how long? What is a federal district attorney? A federal marshal?
22. What are the powers of the federal courts?
23. Name some special federal courts. State briefly the purpose of each.

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

electoral college	Congress
Congressional Record	lobbying
Journal of the House	franking privilege
veto	log-rolling
appointment	Speaker
cabinet	implied powers
board	delegated powers
commission	reserved powers
native-born	special session
amendment	"pocket" veto
ratification	inauguration
reprieve	appellate jurisdiction
pardon	

Suggestion I. Complete the table below, in your notebook.

DEPARTMENTS OF GOVERNMENT	NATIONAL	STATE	COUNTY	CITY
1. Legislative . . .				
2. Executive . . .				
3. Judicial . . .				

Suggestion II

1. What is the most usual way of amending the Constitution?
2. List five personal rights guaranteed in the "Bill of Rights."
3. Name five powers or duties of the President of the United States.
4. Make a list of the main committees in the Senate. In the House of Representatives.
5. Make a list of seven important executive boards and commissions.
6. Make a list of the ten departments of the President's Cabinet.

FOR YOUR BULLETIN BOARD

Post pictures to illustrate this chapter. There are any number of possibilities. A view of Washington, D. C., showing pictures of many federal buildings, of the President, of the Vice President, of the Cabinet, of Congress assembled, of the Justices of the United States Supreme Court, of national public works like Boulder Dam or Muscle Shoals, the Panama Canal, some postal service, a lighthouse, a federal coast guard, customs inspection, and an immigration court.

FOR DISCUSSION

The term of office for the President of the United States should be extended to a single term of seven years and he should be made ineligible for reëlection.

The United States Congress should be unicameral (one house), not bicameral (two houses).

Federal judges should be elected instead of being appointed.

The President of the United States should be elected by Congress.

The electoral college should be abolished.

FOR YOUR INDIVIDUAL CONSIDERATION

Suggestion I. Complete this table, in your notebook.

THE CABINET IN OUTLINE

NAME OF DEPARTMENT	NAME OF PRESENT SECRETARY

Suggestion II. Complete this table, in your notebook.

THE CABINET AT WORK

NAME OF DEPARTMENT	CHIEF FUNCTIONS
1. The Department of State	<p><i>Note:</i> You will need to enlarge this space in your notebook, for the activities of each Cabinet department are numerous. Consult the Congressional Directory for various Bureaus in each department.</p>
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Suggestion III. Complete the following table from 1789.

THE PRESIDENCY IN OUTLINE

NO.	DATE	PRESIDENT	STATE	TERM	PARTY
1.	1789-1797	G. Washington	Va.	2	Federalist
2.					
etc.					
to					
30					

Suggestion IV.

1. Make a graph showing the trend of population as indicated by the following table:

DATE	POPULATION	DATE	POPULATION
1790	3,929,214	1870	38,558,371
1800	5,308,438	1880	50,155,783
1810	7,239,881	1890	62,947,714
1820	9,638,453	1900	75,994,575
1830	12,866,020	1910	91,972,266
1840	17,069,453	1920	105,710,620
1850	23,191,876	1930	124,608,000
1860	31,443,321		

2. Make a map on which you indicate the Federal Reserve districts of the United States.

WRITTEN WORK

I. On the Constitution.

1. Read in some standard history an account of each of the following: The Mayflower Compact, the Virginia House of Burgesses, the Fundamental Orders of Connecticut, the New England Confederation, the Albany Plan of 1754, the Declaration of Independence, the Second Continental Congress. Write a paper showing how each of these was a step toward Union between 1620 and 1776.

2. Dramatize the Constitutional Convention. For reference consult Beck: The Federal Constitution.

3. Write out briefly the compromises of the Constitution. For reference consult the U. S. Constitution, Art. 1, Secs. 2, 3, 4, 5, 8, 9.

II. On the Services of Our National Government.

1. The developments of statistics are causing history to be rewritten. Till recently, the historian studied nations in the aggregate, and gave us only the story of princes, dynasties, sieges, and battles. Of the people themselves — the great social body, with life, growth, forces, elements, and laws of its own — he told us nothing. Now, statistical inquiry leads him into hovels, homes, workshops, mines, fields, prisons, hospitals, and all other places where human nature displays its weakness and its strength. In these explorations he discovers the seeds of national growth and decay, and thus becomes the prophet of his generation.

The chief instrument of American statistics is the census, which should accomplish a twofold object. It should serve the country, by making a full and accurate exhibit of the elements of national life and strength; and it should serve the science of statistics by so exhibiting general results that they may be compared with similar data obtained by other nations. The census is indispensable to modern statesmanship. — JAMES A. GARFIELD

Comment, in writing, on this quotation.

2. Write a paper on the Weather Bureau. Write to Washington, D. C., for bulletins and pamphlets for sources of information and go to the library. Secure a weather map to demonstrate your written words.

3. Interesting compositions or floor talks can be given on these topics: The United States Printing Office, The Library of Congress, Future Amendments to the Federal Constitution, Radio Control, The American Indian Today, The Civil Service System, The Taking of a Census, the United States Air Mail Service, Modern Methods of Warfare, The Making of Money.

MISCELLANEOUS ITEMS OF INTEREST

I. Franklin D. Roosevelt received between March 4, 1933, and January 1, 1934, over 1,000,000 letters, a volume of mail seeming to indicate an awakened public interest in the affairs of government.

II. In 1933 State Department telegraph operators working day and night sent and received cablegrams costing \$200,000 a year. About 4,000 letters are mailed from the Department of State daily. Fifty diplomatic pouches of mail are taken off steamers in New York harbor every morning by special Department representatives and rushed to Washington several hours ahead of domestic mail. The State Department maintains 4,000 representatives abroad at 425 foreign posts. There are about 600 officers and clerks within the Department.

III. Daniel Webster said, "America has furnished to the world the character of George Washington and, if our American institutions had done nothing else, that alone would have entitled them to the respect of mankind."

READING FOR RECREATION

1. BEVERIDGE, A. J., *Life of John Marshall*.
2. DAVIS, R. J., *Boy's Life of Grover Cleveland*.
3. DUFFY, N. S., *William Howard Taft*.
4. HAGEDORN, H., *Boy's Life of Theodore Roosevelt*.
5. MORAN, T. F., *American Presidents*.
6. SCUDDER, H. E., *George Washington*.
7. SWEETSER, K. D., *Famous Girls of the White House*.

A WORKING BIBLIOGRAPHY

I. *For the Pupil*

1. BEARD, C. A., *American Government and Politics*.
2. BOK, E. W., *Men Who Followed Benjamin Franklin*.
3. BOWERS, C. G., *Jefferson and Hamilton*.
4. FRANC, A., *Use Your Government*.
5. GARNER, J. W. AND CAPEN, L. I., *Our Government*.
6. HASKINS, F. J., *The American Government*.
7. IVINS AND WINSHIP, *Fifty Famous Framers*.
8. KNAPP, G. L., *Uncle Sam's Government at Washington*.
9. MAGRUDER, F. A., *American Government*.
10. MCBAIN, H. L., *The Living Constitution*.
11. TAPPAN, E. M., *The Story of Our Constitution*.

II. *For the Teacher*

1. BEARD, C. A., *Readings in American Government and Politics*.
2. BRYCE, JAMES, *The American Commonwealth*.
3. GARNER, JAMES W., *Political Science and Government*.
4. GARNER, J. W. AND CAPEN, L. I., *Our Government*.
5. MATHEWS AND BERDAHL, *Documents and Readings in American Government*.
6. MUNRO, W. B., *The Government of the United States*.
7. OGG AND RAY, *Introduction to American Government*.
8. TAFT, W. H., *Our Chief Magistrate and His Power*.
9. WILSON, WOODROW, *The State*.
10. YOUNG, A., *The New American Government and Its Work*.

CHAPTER XXVII

Financing the Government

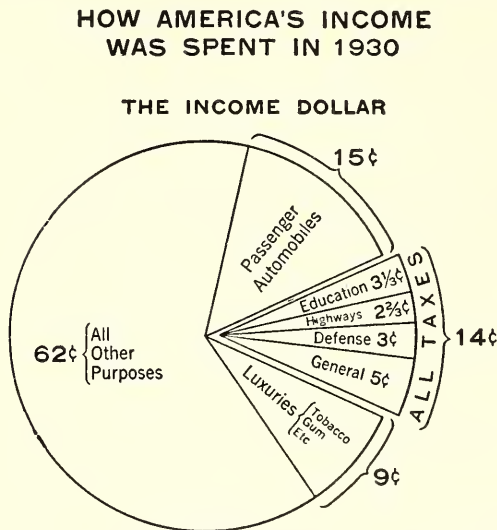
The Chapter Message

1. *The cost of government is an obligation that all persons owe for the benefits enjoyed.*
2. *Money for government expenses is raised by taxation.*
3. *Local revenue has had increasingly large demands made upon it.*
4. *The enlarging scope of state activities calls for additional revenues.*
5. *National expenditures reflect the expanding interests of the federal government.*
6. *The national government and many state governments have instituted the budget system for controlling their finances.*
7. *The problem of public finance is of great importance to the individual taxpayer.*

The Cost of Government. We expect the government to do many things for us. In order to meet our demands the government requires money — vast sums of money. Many people think that the government costs too much, but when these same people consider what it would cost if they had to educate their children in private schools, to purchase their supply of water, hire their watchmen, fight their fires, test the milk and meat they consume, carry their letters, try to obtain justice “by might,” and perform for themselves all the other services for which they all look to government,

they can quickly realize that it is far better and cheaper to be organized into a coöperative society, which sets up public machinery to do these things and distribute the cost by means of mutual taxation.

But taxpayers have the right to ask questions such as these :



EDUCATION cost only $\frac{1}{7}$ th as much as Automobiles and Luxuries

ALL TAXES ~ national, state and local were less than the cost of automobiles.

For what is the money spent that we pay in taxes? What are the best kinds of taxes to be levied?

What are the best sources of revenue for the national government, state government, and local government?

How can we prevent these various units of government from overlapping in their tax policies?

How can we be sure that our money is all being spent wisely and for the best interests of every one?

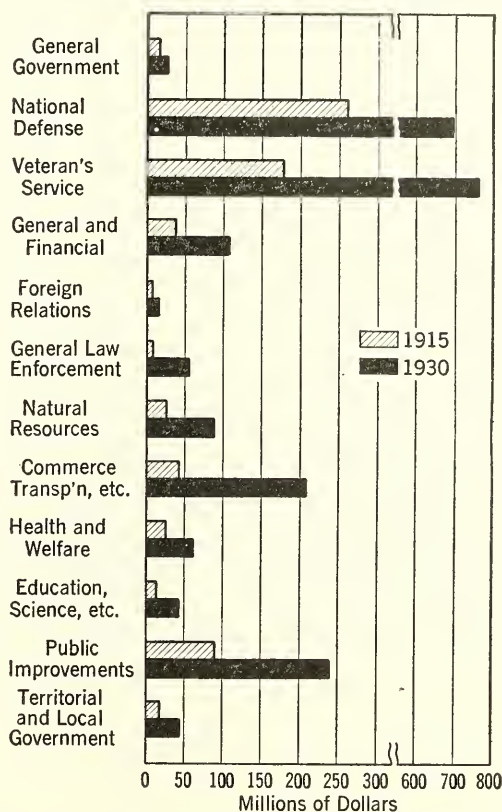
The Process of Taxation. In the early history of our country the local units of government — towns, townships, boroughs — did little more than provide fair roads and streets, educate the children in elementary schools, and meet the immediate needs of justice, order, and welfare. The county unit was responsible for the protection of rights, whether personal or property rights, through the courts and through the proper recording of wills, deeds, and other documents. All these services were not very expensive, and practically all the money required to carry them out was raised by levying a tax on real estate. In those days lands and buildings were the chief forms of wealth. An officer called an *assessor*, usually elected by the people, placed a *value* on each

piece of property within his district. This valuation was estimated at about what the property would sell for at public sale. The sum of the *assessed values* of these individual properties would be the assessed value of the township, village, or borough. The elected officers of the local government would determine how much money was needed to finance the services they were expected to provide, and by dividing this cost by the total value of the property they determined the *tax rate*. This rate was levied on all the properties of the community so that each piece of real estate paid its proportionate share of the cost of the local government.

Suppose a community with an assessed real estate property value of \$2,500,000 found it would cost \$50,000 to meet its expenses in a given year. The tax rate would be 20 mills on each dollar's worth of property, or, as frequently stated, \$2 on each 100 dollars' worth of property, or two cents on each dollar. A man with a house and lot valued at \$3,000 would therefore pay a tax of \$60.

Find out the assessed value of your local unit of government. What is the tax rate in your community? Is the school tax separate from the township or borough tax? If so, what is the rate?

FEDERAL EXPENDITURES



Few problems are as important as the spending of public funds. Comment upon the use to which federal funds are put. What about the relative amounts spent, as shown in this graph? Would you increase some, decrease others, or eliminate any?

Sources of Local Revenues. The county governments, whose expenses were never large in proportion to their population, raised the money they needed by levying a small rate on the local property values.



A civic center in the Middle West. This picture illustrates the type of public buildings and institutions that are sometimes provided by public revenue.

In some states the counties made the original levies. Taxes were also levied on various types of personal property, such as cattle, carriages, or shares of stock. These taxes on real estate and personal property were called *general property taxes*. During the last century this tax system for local government was fairly satisfactory. But two changes have taken place in recent years

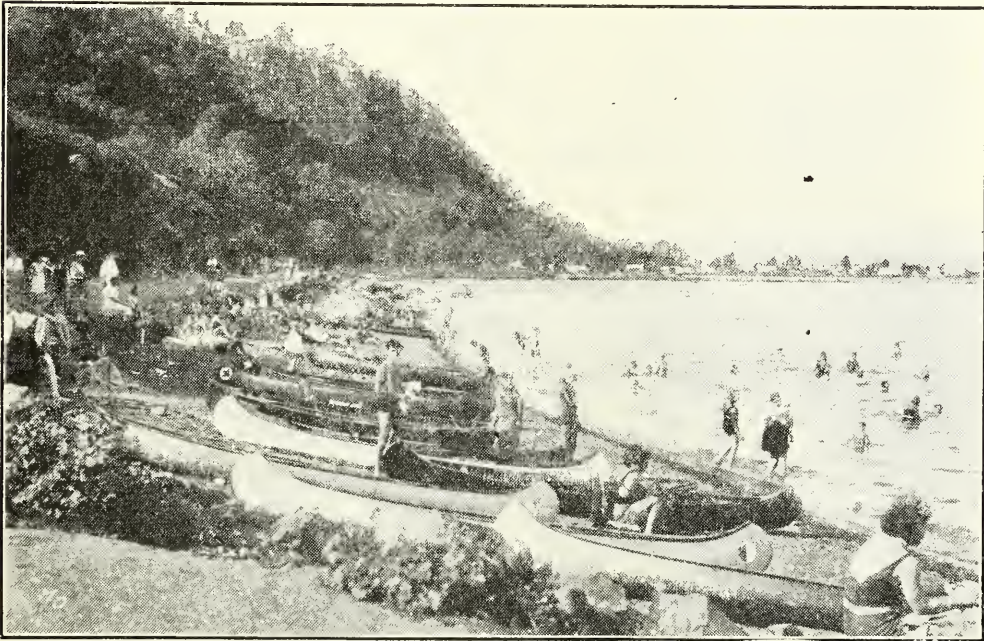
that make the property tax unpopular and unsatisfactory.

Demands on Local Revenue. In the first place, there has been a demand that local government do very much more for the people than formerly. More pupils go to school than ever before, many more young people go through high school. As a result larger and better equipped schoolhouses are being built. Children are not employed so extensively, and the demand for playgrounds and other recreational opportunities is much greater; people want public parks and demand that their streets be made beautiful as well as clean and safe; there must be better police protection and more adequate fire protection; the disposal of all wastes by the

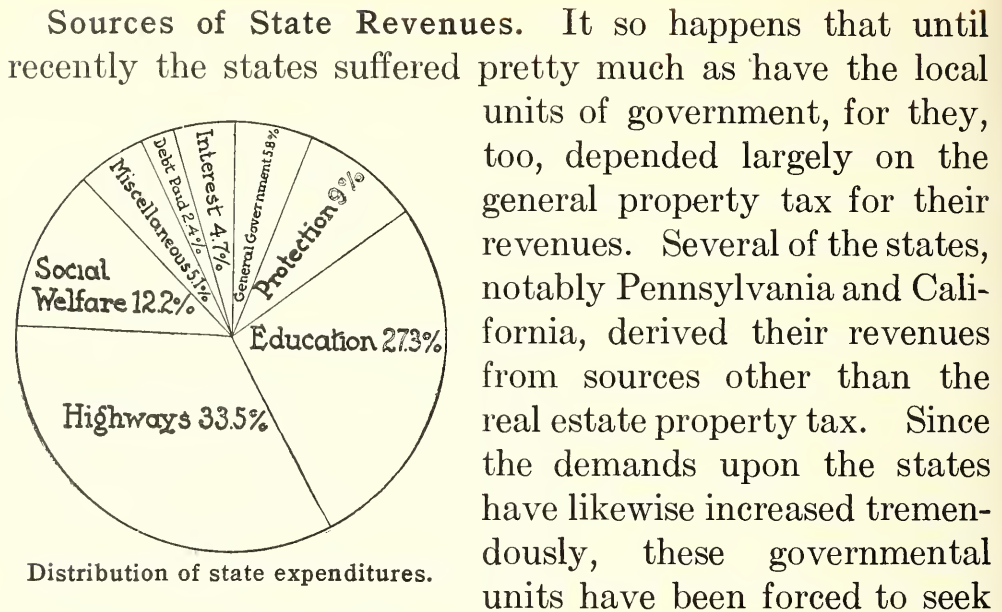
local government is expected ; better and up-to-date public buildings and institutions are needed. All this has required an ever-increasing levy on the community's property.

In the second place, there has been a very great change in the nature and character of the wealth of the community. The wealth of an individual is not so likely to be measured in terms of land as it is in business enterprises or in stocks or bonds. These forms of wealth often can escape taxation more easily than property, so that there has come to be a very decided feeling that property bears too large a share of local taxation. Either the nature of the tax must be changed, or many of the activities now carried on must be taken over by the states, or at least must be supported to a larger degree by state funds.

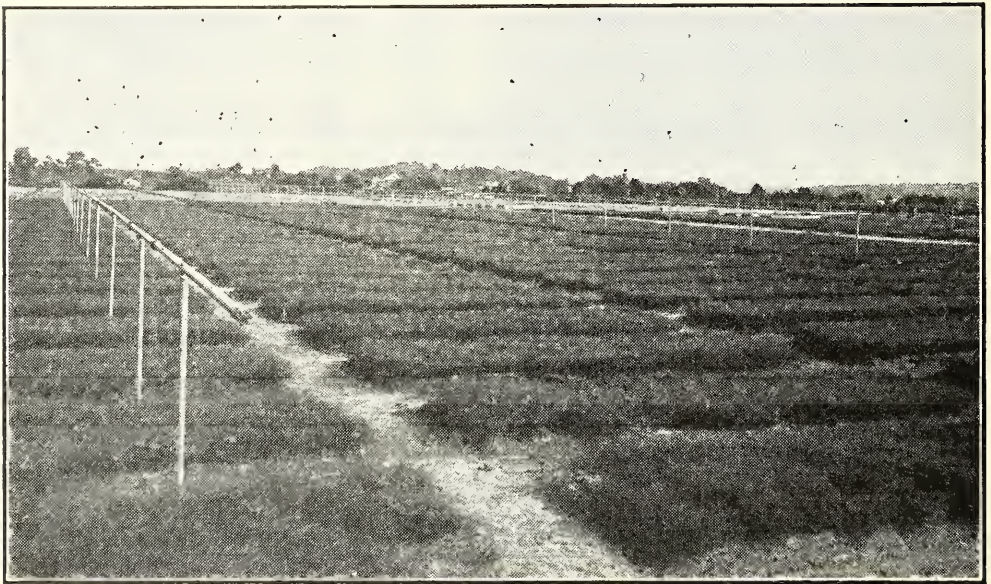
Find out how much more it costs your local government to maintain your community services than it did ten years ago. Obtain from some officer the yearly cost of your local government for the past fifteen years. Find out the changing cost of your schools over a ten-year period.



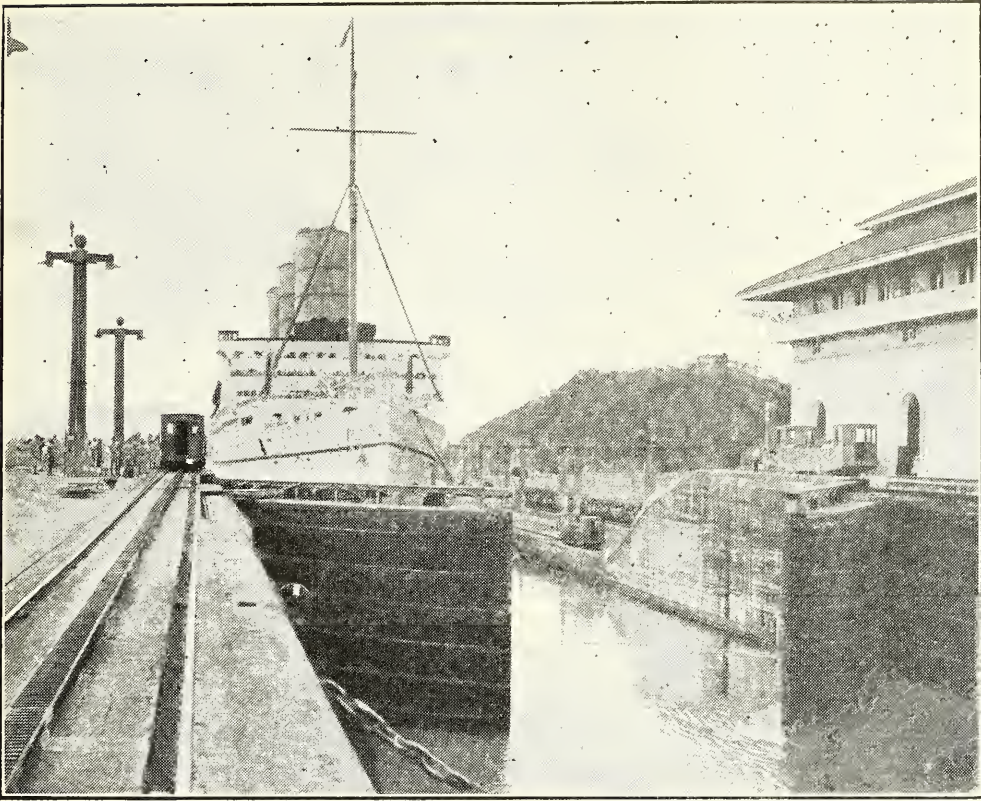
A recreational opportunity financed by public funds. Is this sort of project worth while? Why?



revenue from other sources. Various states are now levying taxes on inheritance, on income, on gasoline, cigarettes, and business corporations. Both local and state governments have levied poll taxes on various occasions. Fines, licenses, special assessments of different sorts, and earnings from public utilities have added to the revenues of both



A state forest nursery. For what purposes are such nurseries maintained?



Courtesy Canadian Pacific Steamship Co.

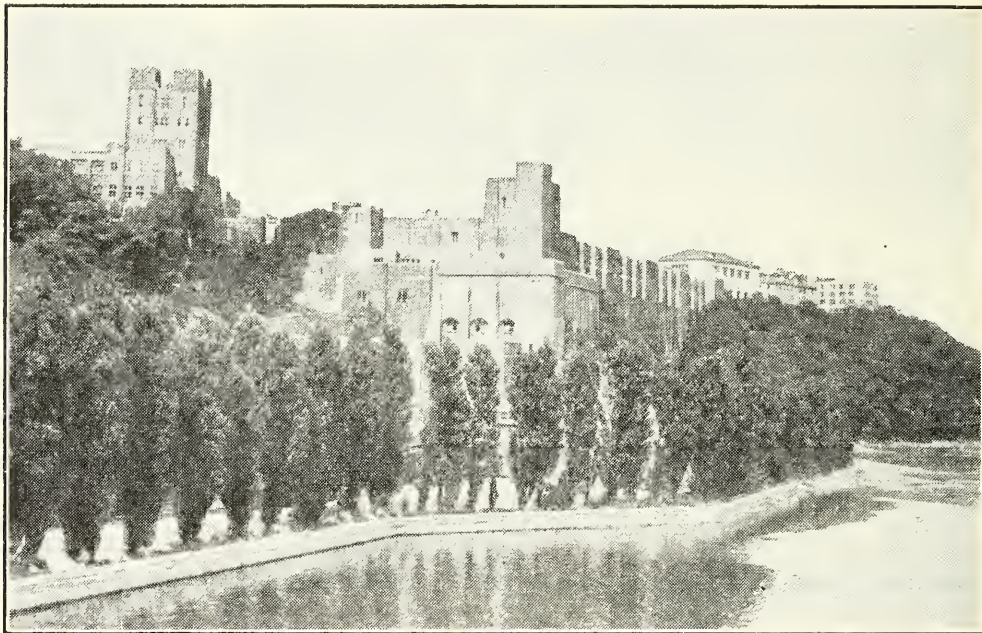
This is a part of the Panama Canal. Did a local government or did the national government finance the building of this canal? What benefits are derived from it?

state and local government, but it is safe to say that real and personal property still bear the burden of taxation in these governmental units.

What proportion of the revenue of your local unit of government is derived from the general property tax?

Financing the National Government. 1. *National Expenditures.* During the first century of our national life the expenditures of the federal government were not very great. Except in war times we relied on the *tariff* (a duty or tax levied on goods imported into our country), on *internal revenue* (taxes levied on goods produced and sold within the country — largely liquors and tobacco), and on the *sale of public lands*.

In recent years the expenditures of the national government have increased enormously. Congress has made large appropriations for agricultural aid, for the advancement of our commercial interests, for vocational education, for good roads, for conservation of water and forests, for irrigation, and for power projects.



New York Central Lines

This is the United States Military Academy at West Point. How large is the enrollment in this academy? What kind of training is received here?

The years of the depression made necessary the expenditure of large sums for unemployment relief, aid to industry, and for a large building program.

The largest expenditures of the federal government, however, go to building and maintaining our military and naval equipment and organizations. There is a huge war debt, the interest on which is very large; the appropriations for the army and the navy run into several hundred millions of dollars; pensions to the veterans of our various wars and the maintenance of homes and hospitals for former service men require very large sums of money. In fact about 70 per

cent of all our national revenues goes for military and naval purposes. All these expenditures have brought the cost of running our federal government to the huge sum of about three and a half billion dollars per year.

OF ALL GOVERNMENTAL EXPENDITURES IN 1932-1933
AMOUNTING TO 15 BILLIONS OF DOLLARS:

APPROXIMATELY

30% Was for Federal Expenditures.

70% Was for State-Local Government Costs.

FEDERAL GOVERNMENT EXPENSES COMPARED WITH AMERICA'S NATIONAL INCOME

\$60. Billions — Estimated Income in 1931.

4. Billions — Federal Expenditures; or 7% of Income.

CHIEF REASONS FOR HIGHER "COST OF GOVERNMENT" SINCE 1915

MAJOR ITEMS OF EXPENSE:

State-Local: Over One Half Is Spent on the Public Construction of Highways and Buildings, and on Education.

Federal: 72% (in 1932-3) Is Expended on the War Debt, the War Veterans, and Army-Navy.

NUMBER OF GOVERNMENT EMPLOYEES (NOT INCLUDING ARMY-NAVY) 1933

About 2,000,000 Were Employed by States, Counties, and Cities.

620,000 Were Employed by the Federal Government, Regularly.

(The Average Federal Salary Was \$141 per Month.)

Almost One Half of All Federal Employees Are in the Postal Service.

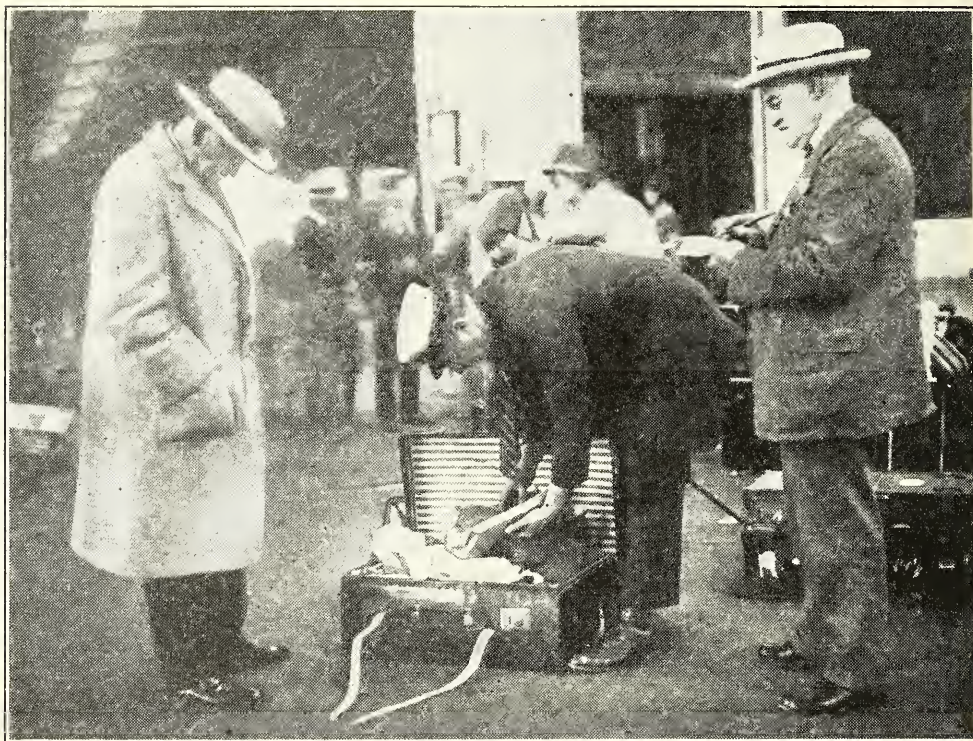
(Postal Service Wages Are Largely Paid from Postal Revenue.)

In 1932 the total expenditures were about five billion dollars, though more than one and a half billion of that was due to unusual economic conditions and was met by borrowing.

2. *National Revenues.* Needless to say the staggering cost of the war and the unusual demands upon the federal treasury since the war have made it necessary that new sources of revenue be found. The largest source of revenue

to the national government at the present time is the *tax on incomes* of private individuals and corporations. About half of the total revenue is derived from this source.

The income tax law is changed from time to time. What are the present rates on income of \$5,000, \$50,000, \$100,000, \$1,000,000? What exemptions are there? See World Almanac.



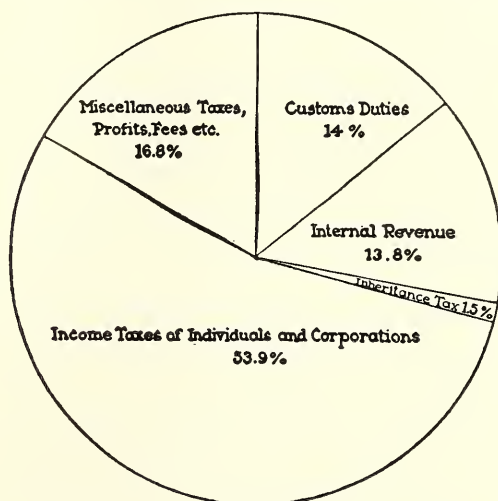
Keystone-Underwood

A United States customs officer inspecting baggage at a port of entrance. Why are customs duties levied?

Another source of revenue that is increasing in importance is the *inheritance tax*. This is also called the *estate tax*, because it is a levy made upon the estates of deceased persons. Since the states also collect revenue from this source the federal government collects no taxes on estates of citizens which have a value of less than \$50,000.

Recently Congress also levied a *gift tax* — a tax imposed upon wealth when transferred from one person to another. The *tariff* or *customs* is still an important source of revenue.

While at one time it furnished a third or more of our total revenue, it now provides only about one seventh of it. The term *excise* is used for taxes levied upon goods produced and sold within our own country. The excise tax on tobacco and its manufactured products yields considerably more than the entire customs receipts. A considerable sum of money now flows into the treasury from the tax on liquors since the passage of the Twenty-first Amendment. Some of the other sources of revenue in the national government are: excise duties on oleo-margarine and playing cards, a stamp tax on sales of stocks and bonds,



Sources of the ordinary receipts of the national government—percentages for a recent year.¹

Panama Canal tolls, and income from leases on oil and mineral lands. There have been proposals for a *sales tax*—a tax on individual articles in the wholesale or retail market.

In 1931, our national income was estimated at \$60,000,000,000. The total cost of local, state, and national government for that year was almost \$15,000,000,000. You will see, therefore, that nearly one quarter of the national income was taken by government in the form of taxes. Of the nearly \$15,000,000,000 expended in 1932–1933 for taxes, 30 per cent went for federal expenditures and 70 per cent went for state and local government costs.

Ask your father whether he knows accurately how much tax he pays to the federal government. To the state government? Ask him to account for his answer.

¹ This diagram does not include various extraordinary receipts such as those derived from the operation of the post office and the shipping board.

The Budget System. In our states and in the national government the appropriations for expenditures are made by the legislative bodies, since they are directly responsible to the people who pay the taxes. Formerly it was customary to have various committees introduce bills for appropriations, and another committee — the Ways and Means Committee — to provide the revenue. That procedure was unbusiness-like and allowed politics too large a share in determining the financial policy of government.

Now the national government and most of the states have established a *budget* system. A budget sets forth the estimated financial needs of all the departments and institutions of the government. It is an itemized statement covering the needs for one or two years. There is, too, a statement of all the expected sources of revenue. This budget is usually prepared by the executive department and submitted for approval to the legislature whose business it is to levy taxes and make appropriations. In 1921 there was created in the federal government a Bureau of the Budget, with a director appointed by the President for a term of 15 years, who submits his recommendations to the President, who in turn transmits them to Congress. Congress, however, is not bound to accept the budget as submitted by the President, but is very likely to follow it in its principal features.

How the Government Borrows Money. Very often some permanent service, or improvement, or enterprise is required, the cost of which is too great to be met by ordinary revenues from taxation. This money may be needed to build a new school building, lay a new sewer, build an expensive road, develop a big irrigation project. It then becomes necessary for the government to *borrow* money. To do this the local, state, or national government, as the case may be, *sells bonds*. In return for a stated amount of money the government gives to the purchaser a *bond* promising him to pay back the money at a stated time. In the meanwhile the holder of the

bond will receive *interest* from the government for the use of his money. This borrowed money, of course, must be returned later ; therefore the budget must make provision for meeting the interest requirement and for the return of the money when due. During the World War five bond issues of more than \$21,000,000,000 were launched. Yet the debts of Great Britain and France are each more than twice as large as ours.

Eminent Domain. There are times when one of our government units may want to erect a building, establish a park, acquire a large forest area, or launch some other project that will make it necessary to take over private property for public purpose. Government has the right to do this by paying the owner a reasonable price as established by the courts. This is called the right of *eminent domain*.

The Individual Taxpayer. Consider the services of government. It is apparent that with education, commerce, communication, agriculture, citizenship, transportation, industry, public health, crime, law enforcement, natural resources and world problems to look after, government must have money to spend on its obligations, duties, and projects.

The national, state, and local governments are involved in this problem of spending. They have for common or group benefit to provide roads, schools, justice, civic improvements, welfare, and public defense. For all this they collect taxes. In a democracy such as the United States the public purse is the private concern of every individual citizen.

ANSWER BRIEFLY

1. What is taxation? For what purposes are taxes used?
2. What are the sources of local revenue?
3. What are the expenditures of local government?
4. What are the sources of state revenue?
5. For what purposes are state revenues spent?
6. What are the sources of national revenue?
7. Name ten expenditures of the national government.

8. What is an assessment?
9. How is a budget prepared?
10. Why does a government go into debt?
11. How does a government borrow money? How does it pay it back?
12. What is *eminent domain*?

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

revenue	debt	property tax
expenditure	bond	personal tax
levy	finance	luxury tax
assessment	poll tax	valuation
budget	customs	internal revenue
sales tax	inheritance tax	license tax
real estate tax	"gift" tax	pension
income tax		

FOR DISCUSSION

City debts should be shared by the state government in which the city is located.

The cost of war to our nation is far too great.

All public revenues should be levied and collected by the national government.

All states should levy an income tax.

The property tax should be abolished.

There is no excuse for the enormous financial extravagances that are practiced nowadays by many cities.

Suggestion I. Consult your state manual and state budget or treasury reports for information with which to complete the following table :

FINANCES OF MY STATE FOR THE YEAR

MAIN SOURCES OF REVENUE	MAIN EXPENDITURES
1.	1.
2.	2.
3.	3.

Suggestion II.

1. List the various recent improvements made in your community, with the cost involved.

2. Compare the tax rates of your community with those surrounding it.

3. Obtain a copy of a tax bill. Note the percentage of your local community rate that is divided among the various divisions of government, namely, city, county, and state. Make a table of these percentages and figure out how much these various governments are entitled to from a property assessed for \$5,000 a year in your community.

Suggestion III. Consult the Federal Constitution (see page 641) for answers to the following questions:

1. State three important limitations that the Federal Constitution imposes on the power of Congress to tax.

2. What are the terms of the Sixteenth Amendment?

Suggestion IV. Consult library reference readings (see end of chapter) for answers to the following questions:

1. When was the national budget system established?

2. By whom is this system controlled?

3. By whom is it operated?

4. How does the director of the budget dispose of the estimates submitted to him?

5. What may the President do with the budget when he receives it?

6. What is the procedure for handling the budget in the House of Representatives? In the Senate?

FOR YOUR INDIVIDUAL CONSIDERATION

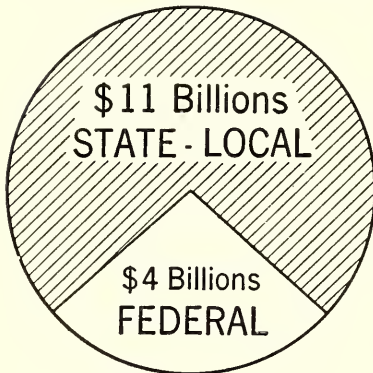
Suggestion I. Complete the table below by listing five main items of expense and five chief sources of revenue of the local, state, and national governments:

LOCAL GOVERNMENT		STATE GOVERNMENT		NATIONAL GOVERNMENT	
Income	Expense	Income	Expense	Income	Expense
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

Suggestion II. Draw a graph of the relative proportions of expenditures of the local, state, and national governments, 1900-1930.

Suggestion III. Draw a graph indicating the trend of the public debt of the United States, 1890-1930. It is suggested that you make this a "bar" graph. Obtain data from the annual report of the Secretary of the Treasury or World Almanac.

Suggestion IV. Write out some personal comments and reactions to this graph. See page 499 for data on which the graph is based.



Suggestion V. Consult reference readings for answers to some of the following questions. Consult local records for the others.

1. What is double taxation?
2. Should a man be taxed according to his ability to pay or according to the benefits he derives from the government?
3. What is the difference between real property tax and personal property tax?
4. Why is personal tax hard to collect?
5. Has your local government borrowed money during the last ten years? For what purposes?
6. Does your local community prepare a budget? What is the difference between a budget and an auditor's report?
7. What are the two largest items on your community's budget?
8. Has your community a poll tax? If so, for what purpose is the tax levied?
9. What property in your community is exempt from taxation? Why?
10. What special assessments are made in your community?
11. What license fees are collected in your community?
12. For what reasons are people fined? What is done with "fine money"?
13. Does your community own any property which brings it revenue? If so, what and how much revenue does this property produce?
14. What is the present debt of your community?
15. What officials in your community have power to spend money?

WRITTEN WORK

There are certain principles which are regarded as essential to a just system of taxation. (1) A tax system should be *adequate*, that is, it should be so devised as to produce the amount of revenue needed. (2) It should be *elastic*, that is, it should be capable of adjustment in order to

produce more revenue when necessary without causing discontent or business depression; for example, income taxes are elastic because they can be raised or lowered without serious effects upon business or industry. (3) It should be *for public purposes only*, that is, the tax should be imposed only for public benefit and not for private interests or advantage. (4) It should be *certain*, that is, the time, manner, and amount of payment to be made should be definitely fixed. (5) It should be *convenient*, that is, both the taxpayer and the government should be spared any avoidable annoyance or waste of time and money in the process of payment and collection. (6) It should be *economical*, that is, it should be neither too difficult of administration nor too costly of collection. Some taxes are collected at a cost of only one half of one per cent, while others cost twenty-five per cent to collect. The cost of collecting an income tax is estimated to be one and one half per cent.

Write a short composition giving your personal comments on the essentials of a good system of taxation given above. Talk this matter over with your father to get his point of view in the matter.

READING FOR RECREATION

1. ADAMS, JAMES TRUSLOW, *Epic of America*.
2. ADAMS, JAMES TRUSLOW, *March of Democracy*.
3. ALDRICH, B. S. (MRS.), *A Lantern in Her Hand*.
4. KING, *The Wealth and Income of the People of the United States*.
5. MAJOR, C. T., *Benjamin Franklin*.
6. MYERS, *Great American Fortunes*.

A WORKING BIBLIOGRAPHY

I. For the Pupil

1. BOWEN, EZRA, *Social Economy*.
2. FINNEY, R. L., *General Social Science*.
3. GARNER, J. W. AND CAPEN, L. I., *Our Government*.
4. MAGRUDER, F. A., *American Government*.
5. MUNRO, W. B., *American Government Today*.

II. For the Teacher

1. ADAMS, H. C., *Finance*.
2. BUCK, A. E., *Budget Making*.
3. DANIELS, W. W., *The Elements of Public Finance*.
4. ELY, R. T., *Outlines of Economics*.
5. LYON, H., *The Principles of Taxation*.
6. SEAGER, H. R., *Principles of Economics*.
7. SELIGMAN, E. R. A., *Studies in Public Finance*.

CHAPTER XXVIII

Public Opinion and Party Politics

The Chapter Message

1. *Public opinion is the belief and will of the majority of the people.*
2. *Public opinion is always being influenced and is subject to sudden change.*
3. *There are many important agencies for the expression of public opinion.*
4. *Public opinion may be dormant and useless, or it may be active and powerful.*
5. *There is a great difference between public opinion and propaganda.*
6. *There are approved methods of molding public opinion.*
7. *The individual should not be indifferent to public opinion or victimized by propaganda.*
8. *Citizens who are granted the privilege of voting should cast their ballots.*
9. *Membership in a political party is purely voluntary.*
10. *Party organization is necessary for party success.*
11. *Party funds are raised by means of voluntary contributions and are spent in accordance with federal and state laws.*
12. *A party platform is the crystallized political opinion of a party group.*

Public Opinion. What the majority of people believe and desire is called public opinion, although public sentiment

can be aroused, influenced, and set into motion by an active minority. Because our democracy is a government of the people, public opinion should be the guiding force behind the progress of the nation. Public opinion is reflected in a great many ways, among them, in our moral standards, laws, voting, and in the manner in which the government is conducted. It has often been declared that a democracy is no better than its voters. Therefore, when public opinion in our country grows dull, or becomes disinterested, it is time for us to seek the reason because it is not good for the majority of our people to allow their interest in public affairs to slump into a state of lethargy.

What is the meaning of the phrase, "vox populi"? What did Lincoln mean when he said, "You can't fool all of the people all of the time"?

How Public Opinion Is Formed. Public opinion is always being influenced. It is constantly subject to change. What the public approves today may not have been the consensus of opinion a decade or even a year ago. Public opinion is influenced by habits, customs, feelings, desires, thoughts, and experiences. Drastic changes in dress, new courses of study in school, new taxes proposed, are likely to occasion the expression of public opinion. Under the pressure of war public opinion has a tendency to lean toward a more intense type of patriotism than in times of peace.

Give added illustrations of changed public opinion. Give an example, either from your community history or from the pages of our national history, when public opinion has been aroused to a very high pitch.

Agencies of Public Opinion. There are many agencies through which public opinion is expressed. Most prominent among them is the printing press. It distributes facts at a rapid pace. It influences thinking more widely than we can measure. It champions causes, candidates, and criti-

cizes conditions. It interprets people, deeds, and the trend of things. Newspapers, books, pamphlets, and advertising are the mouthpieces of the printing press. Other important agencies of public opinion are school, home, church, club, theater, and radio. Finally, there is the individual who can be counted as a very distinct exponent of public opinion. What he says and does influences other individuals with whom he comes into contact. Sometimes an individual can plant a seed of thought which may grow in its influence until thousands of supporters are drawn to it, and both openly and tacitly defend it.

Have you ever consciously tried to influence another individual to change his opinion and adopt yours? Has the radio ever influenced your personal opinions? Have your personal opinions ever been influenced by advertising? Have you ever read a book which has changed your opinion on an important topic? Do you think that the opinion of an individual should be influenced by what is printed in a newspaper, magazine, or book? By what is broadcast over the radio? By the words of a public speaker? In what other ways can individual opinion be influenced?

The Power of Public Opinion. A majority of people may believe in a certain thing, but if their opinion lies dormant, or inactive, such opinion cannot count for much even though it is held by the majority. But when public opinion grows active and a majority of people rise with the courage of their convictions to demand a change, then public opinion is powerful. At such times public officials generally pay close attention to the voice of the people. Sometimes the pressure of an aroused consensus of opinion is strong enough to cause wrongdoers in office to tremble. Sometimes the general public grows so dissatisfied with laws or constitutions that it demands that they be repealed or amended. Public opinion is very noticeable when the voting population of a city, or a state, sweeps out of office the existing officials by casting ballots for an entirely new set of candidates.

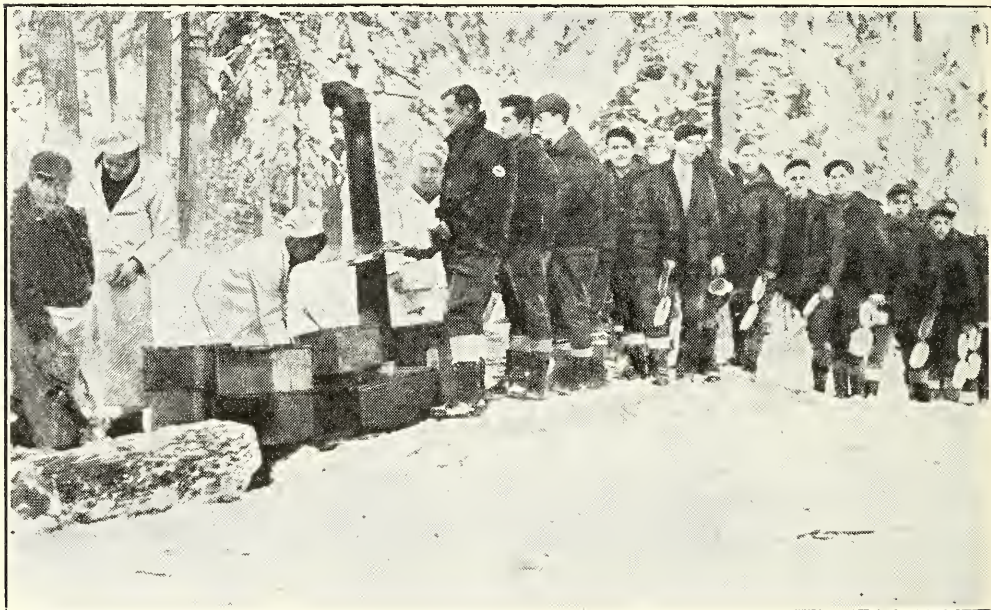
*Herald Tribune*

A crowd of people in a public square listening to speakers who are making an effort to arouse public opinion.

The initiative, referendum, and recall — methods of direct legislation, are effective agencies for the expression of public opinion.

Public opinion is evident in all phases of living. Industrially it has been behind the passage of laws protecting the worker in such matters as the conditions under which he works, the length of his working day, and the risks of accident. Capitalists now realize that the success of their financial operations depends upon public opinion to a large extent. Modern advertising makes a deliberate effort to appeal to public opinion because it realizes that usually only a pleased public can be induced to buy. During a strike workers take pains to explain their predicament to the public in the hope of gaining sympathy for, and public approval of, the stand they have taken. Education is not exempt from the influence of public opinion. There was a time, for instance, when no vocational training was pro-

vided in the public school curriculum. Public opinion, aroused in its favor, was responsible for the adoption in our schools of many courses of a vocational type. The force of public opinion in social affairs has been evident in the demand for a stricter law enforcement, greater health vigilance, better recreational facilities, and for greater control or censorship over moral issues. In one community

*Wide World*

The purpose of the Civilian Conservation Corps is not confined merely to preserving forests and other of our natural resources. In what way is the work of the C. C. C. influencing public opinion as to effective methods of directing and educating thousands of unemployed young men?

a certain magazine was "frozen" out of town by the force of a public opinion active in opposing its sale. In another community, public opinion tabooed the selection of movie pictures shown in the local theater so that the manager had to choose between pleasing his critical patrons or going into bankruptcy. In another community there was the incident of a mother who was brought to court by a group of neighbors for neglect of her children. Such concerted demands as these show that public opinion, when aroused, is a power to be reckoned with in a variety of ways. On the other hand,

public opinion that has not been spurred to action is pitiable because there are occasions when a bad state of affairs needs an active expression of public opinion as a remedy.

Public Opinion and Propaganda. There is a close relationship between public opinion and propaganda. Sometimes groups of individuals set out deliberately to mold public opinion. When this is done it is called *propaganda*. The individual, therefore, must be careful not to become the victim of malicious propaganda. He may find out, too late, that his personal opinion has been deliberately played upon and swayed by vicious propaganda. The agencies of propaganda are generally organized groups who have some special interest to push forward. Individuals, public lecturers, radio speeches and advertising, and the distribution of circulars are the methods usually employed by propagandists. The spreading of propaganda, to be effective and yet not too openly flaunted, must be shrewdly handled. Not all propaganda is bad. But, generally speaking, propagandists are so wrapped up in their own particular cause that they are likely to overstress the importance of what they champion and to be blinded to all other sides of it.

Approved Methods of Molding Public Opinion. There is no doubt that public opinion has a tendency to remain inactive unless prodded by some outside force. Ideally, it should grow of its own accord. In our democracy we have found that freedom of thought and action — freedom of speech, of the press, of assemblage, and other such rights as outlined in our "Bill of Rights" (Amendments to the Constitution, I-X, page 649), are the best ways of building up an expression of public opinion. Whatever is being voiced should be in strict accord with the spirit of the day. Education that is based on high ideals can be made a very valuable method of developing public opinion; that is, it must not be prejudiced, intolerant, or built upon traditions, misinformation, superstitions, and mistakes. _ Occasionally

we come across an individual who boasts of the fact that he has *inherited* his political opinions. When an individual admits such a thing he is admitting that he is doing no intelligent thinking. Each individual owes it to himself to think his own way through modern problems. His final opinion should be a personal one, based upon solid, unbiased facts.

The Individual and Public Opinion. Every community is subject to the influence of public opinion. Some feel it more deeply than others. In communities where the people are indifferent toward, or ignorant of, needed changes, public opinion should be aroused. In communities where public opinion is being dominated by propaganda, it needs to be aroused to assert itself. Every citizen should study the trend of public opinion in his community, state, and nation. It puts a keen edge on his efficiency as a citizen. Sometimes an individual feels he has a worthy cause which badly needs the attention of the public. In that case he should take steps to call it to public attention. Modern newspapers generally carry an "open-letter column" in which letters expressing the personal views of individuals are printed. Petitions can be drawn up, signed, and presented to authorities in office. Radio speeches can be made. Public meetings of a political nature provide excellent opportunities for individual expression of opinion. But no individual should attempt to influence public opinion who is not honest in his belief that he represents a cause for public good. It goes without saying that individuals who appear before the public urging public action on any matter should be intelligently and accurately informed before they speak.

What is the meaning of the word *demagogue*? What criticism can be made of this type of person? What is a *reformer*?
A *radical*? A *conservative*?

The Voting Citizen. Citizens are granted the privilege of suffrage, or voting, by the government. The act of voting is an expression of political opinion. Each state determines

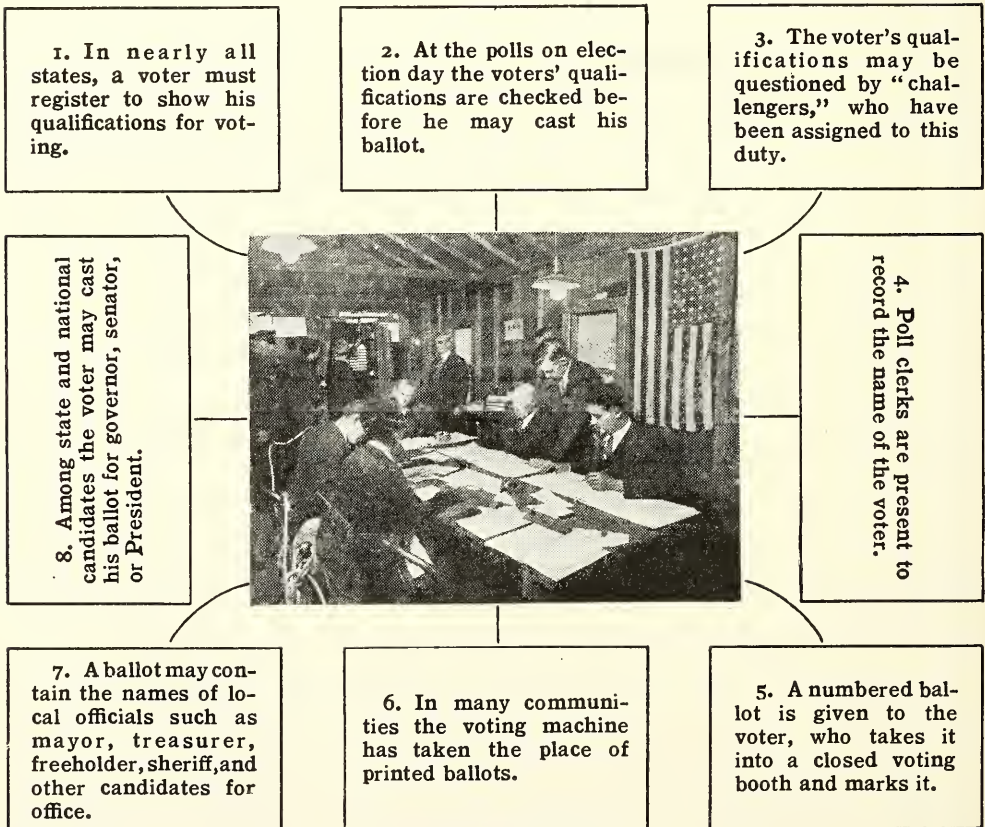
its own qualifications for voting, except as limited by the Fifteenth and Nineteenth Amendments to the National Constitution. Generally a definite period of continuous residence is required. All our states fix the age requirement at twenty-one. Some of the states apply an educational test to the voter. This is a very simple test involving only the ability to read and write. Among the variety of suffrage restrictions may be mentioned those that exclude from the polls, the mental defective, persons who own no property (in some states), pay no taxes (in a few states), paupers maintained at public expense, and criminals. To be denied the right to vote is to be "*disfranchised*." A few states disqualify persons caught betting on election returns. Some states disqualify soldiers and sailors. One state excludes atheists. It is not strictly true, as many people believe, that all adult citizens may vote.

The Duty of Voting. If, however, our government "of the people" is to be really democratic, every *qualified* voter should vote. The government is what the voters make it. If we have capable, honest officials in office, it is the duty of the voters to return them to office. If our officials prove themselves to be dishonest and incapable, it is the duty of the voters to see that they are not reëlected. To do this the qualified voter must *keep himself politically informed*, and *go to the polls regularly*. Some of the excuses frequently given by people who do not vote are: absence from home on election day, illness, disgust over political situations, lack of interest in politics, no time, ballots too difficult to understand, failure to register, and a feeling that elections occur too frequently.

Do you believe that these are all acceptable reasons for not voting? Do you favor a law requiring the qualified citizen to cast a vote or be penalized if he cannot give an acceptable excuse?

The Process of Voting. 1. *At the Polls.* Advance notice of the time and place of elections and of the offices

to be filled or the questions to be submitted to the voters is always given. For the convenience of the voter communities are divided into *election districts* (often called precincts), and a polling place, equipped with booths, a ballot box or, in some places, a voting machine, poll books, and generally an American flag is provided. On election day the polls are open during a period of prescribed hours. At each polling place there is a corps of workers who have been assigned to definite duties, such as the judge of elections, poll clerks, ballot clerks, "watchers" or "challengers," and frequently a police officer. Election officials are sworn not to attempt to influence any voter. The booths, of which there are generally three or four, must be so built as to insure absolute secrecy for the voter while marking his ballot.



A voting booth and the usual voting procedure.

Vote for one! GOVERNOR 1	
★	ALFRED E. SMITH.....Democratic
✶	ODDEN L. MILLS.....Republican
✷	JACOB PANKEN.....Socialist
✸	JEREMIAH D. CROWLEY.....Social Labor
✹	BENJAMIN GITLOW.....Workers
✺	CHARLES E. MANICERRE.....Prohibition

Vote for one! ATTORNEY GENERAL 4	
★	BENJAMIN STOLZ.....Democratic
✶	ALBERT OTTINGER.....Republican
✷	HEZEKIAH D. WILCOX.....Socialist
✸	SIMEON BICKWEAT.....Social Labor
✹	BELLE ROBBINS.....Workers
✺	DAVID A. HOWELL.....Prohibition

JUDGE OF THE COURT OF GENERAL SESSIONS 10	
★	MAX S. LEVINE.....Democratic
✶	ROBERT E. MANLEY.....Republican
✷	ISAAC M. SACKIN.....Socialist

Vote for one! LIEUTENANT GOVERNOR 2	
★	EDWIN CORNING.....Democratic
✶	SEYMOUR LOWMAN.....Republican
✷	AUGUST CLAESSENS.....Socialist
✸	JOHN E. DELELL.....Social Labor
✹	FRANKLIN P. BRILL.....Workers
✺	ELLA L. MCCARTHY.....Prohibition

Vote for one! CHIEF JUDGE OF THE COURT OF APPEALS 5	
★	BENJAMIN N. CARDOSO.....Democratic
✶	DARWIN J. NIESEROLE.....Socialist
✷	MILTON WEINBERGER.....Social Labor

REPRESENTATIVE IN CONGRESS—Eighteenth Congress District 11	
★	JOHN F. CAREW.....Democratic
✶	BERNARD KATZEN.....Republican
✷	EDWARD F. CASSIDY.....Socialist

Vote for one! STATE SENATOR—Eighteenth Senate District 12	
★	MARTIN J. KENNEDY.....Democratic
✶	DOMINICK E. MANDRA.....Republican
✷	JOSEPH LAAS.....Socialist

Vote for one! STATE COMPTROLLER 3	
★	MORRIS S. TREMAINE.....Democratic
✶	VINCENT B. MURPHY.....Republican
✷	CHARLES W. NOONAN.....Socialist
✸	LEWIS F. ALBUTZ.....Social Labor
✹	JULIET S. POYNTE.....Workers
✺	NHIL DOW CRANMER.....Prohibition

Vote for one! ASSOCIATE JUDGE OF THE COURT OF APPEALS 6	
★	HENRY T. KELLOGG.....Democratic
✶	WILLIAM KARLIN.....Socialist
✷	CHARLES CARLSON.....Social Labor

Vote for one! MEMBER OF ASSEMBLY—Sixteenth Assembly District 13	
★	MAURICE BLOCH.....Democratic
✶	HARRY MORENSTEIN.....Republican
✷	HERMAN VOLK.....Socialist

Was this ballot voted during a presidential election? Is it a *long* or *short* ballot? Identify the party symbols to the left of the voting spaces.

2. *The Ballot.* There are some important things to observe about our American ballot. The Australian ballot is used in one form or another throughout all our states. The names of all candidates of all political parties are printed on a single, large, ballot sheet. This ballot is printed at public expense. The ballots are then distributed, by the proper election officials, among the various polling places, or districts, before the opening of the polls. The voter receives one ballot after having been checked off at the desk as a qualified voter. He marks his ballot in absolute privacy. He folds it inside the booth and drops it in the ballot box. The voter has thus been able to cast a vote that is an expression of his individual political opinion.

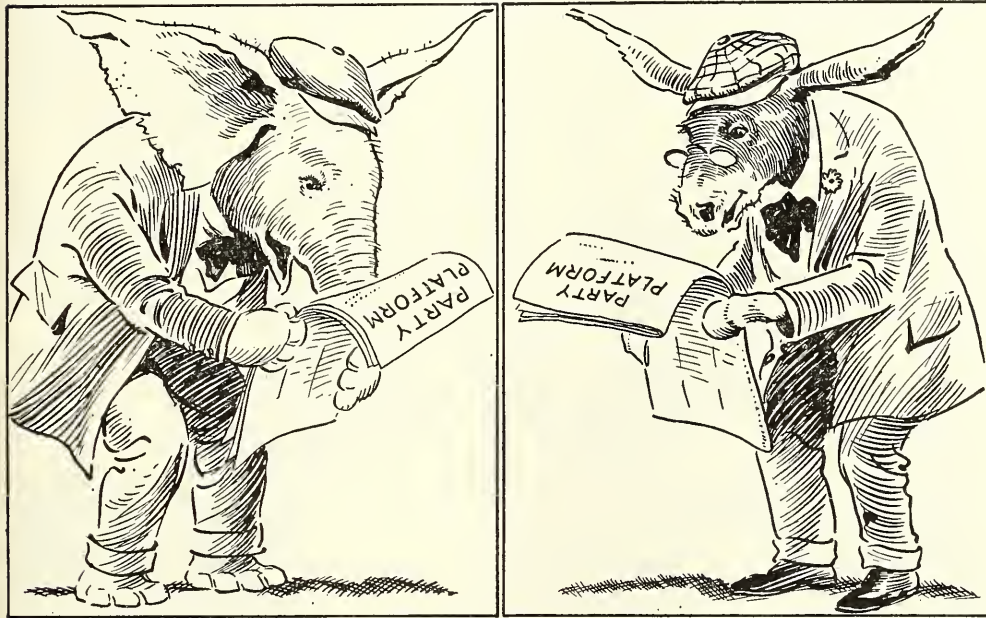
3. *Types of Ballots.* On the *office-column* ballot, the names of the candidates for each office are arranged under

the title of the office. To vote this type of ballot the voting citizen is forced to hunt through each column to find the names of the candidates he has decided upon. The Pennsylvania type of the office-column ballot provides a space for a straight party vote. The *party-column* ballot, on the other hand, has the names of the candidates arranged, not under the offices, but in parallel columns according to political parties. There is a column for each party. It is possible in this type of ballot to vote for all the candidates of the party by placing one mark (X) in a circle at the head of the columns. At the head of each column is often printed the party emblem.

Can you name some of these party emblems? When a voter casts his vote for candidates of only one party he is said to be voting a "straight" ticket; when he votes for candidates from different parties he is said to be voting a "split" ticket. Which way of voting seems to you to be preferable? Why?

Ballot Reform. One criticism of our ballot system is that the party-column and office-column ballots are too long and complicated for the average voter to understand. To overcome this criticism the *short ballot* has been proposed because of its simplicity. The offices dropped from the ballot would be appointed. Another reform advocated from time to time is the "non-partisan" ballot on which there would appear only the names of the candidates and the offices they seek and no mention of party affiliation. Then there is the preferential ballot (a system of voting often used by high school students in their class elections) which allows the voter to indicate not a single choice but his first, second, third, and sometimes fourth preferences. Thus if no candidate receives a majority of the first choices, the second choices are added to the first, and if there is still no majority, the remaining choices are added until one candidate has a majority of all the votes cast. This method makes it more difficult for a candidate receiving minority votes to win an election.

Political Parties. A political party is an organized group of voters who hold similar views on government and try to get control of the government in order to put their opinions into effect. Membership in a political party is purely voluntary. A voter who refuses to act in full accord with a particular party is called an "independent." One who joins a political party and then leaves it is called a "bolter." One who joins a political party and stays in it is called a



What two political parties are known by these caricatures? Do the political parties referred to above have party emblems?

"regular." One who stays in his party, but tries to reform it, is called a "liberal." Under our system of popular government where political policies are determined by the people, and public officials chosen by them, party government is essential.

Party Organization. Political parties have a very definite organization. Each party has national, state, and local committees. The members of these committees are chosen either in the direct primary or by party convention. Those responsible for the organization, control, and work of the party

are usually referred to as the party "machine." Whereas the activity of party members in general is confined largely to voting at elections, the party machine and the various committees are at work all the time, planning for party contests, adjusting difficulties in their party and keeping alive party spirit and enthusiasm. They see that candidates for office are selected, they raise campaign funds, conduct



Keystone-Underwood

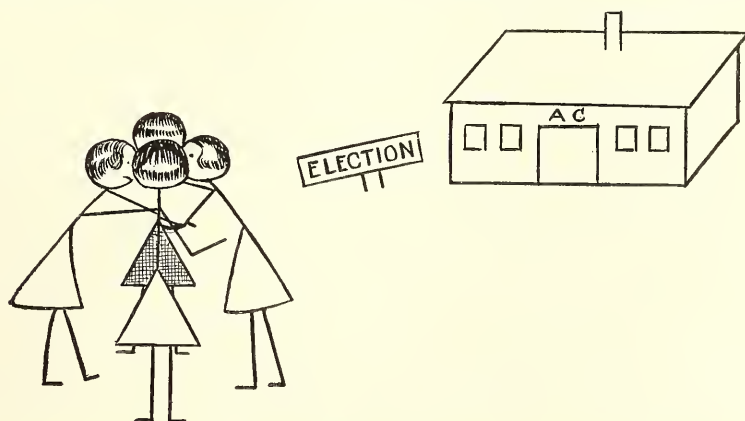
Do these people seem to support the views expressed by their party candidate?

political campaigns, and by education and propaganda try to win and hold adherents to the principles of their party.

Methods of Nominating Public Officials. There are three ways of nominating candidates for public office: (1) by self-announcement and petition, whereby the candidate or his friends prepare a petition signed by a certain number of voters and file it with the proper election officer, (2) by direct primary, which affords an opportunity before the regular election for voters of the respective parties to go to the polls and cast votes for the *nomination* of candidates for the regular

election, (3) by convention, whereby candidates for public office are nominated by party representative conventions.

Professional Politicians. Men who make politics a career must give all their time to organizing political clubs, man-

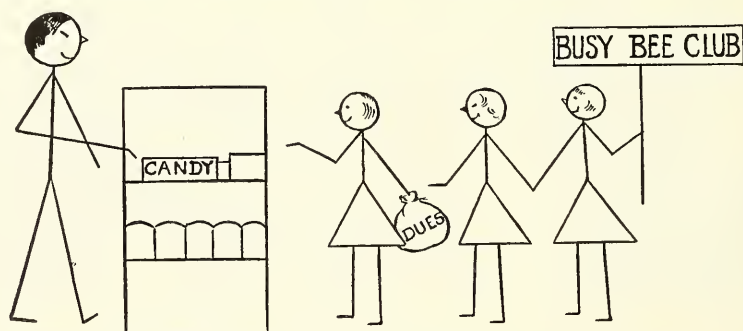


aging party affairs, attending meetings, making speeches, and securing the election of their candidates to office. These are known as professional politicians. When one man in a political group because of his strong leadership qualities is able to hold a dominating sway over his fellow-workers in politics, he is called a "political boss." A political club, often an attractive social center, is a good place for the average citizen to maintain his interest in politics and acquire much political information. If properly run, political clubs may prove a good motivating force in a community.

The Party Platform. The policies of a political party, set up in the form of declarations or resolutions, are called a political platform. The position of the party and of the candidates running for office is supposedly the majority opinion of the party members. Unfortunately party platform "planks," or pledges, are not always made clear and definite. When they are vague or evasive or even entirely silent on important issues it may be because there is no consensus of opinion within the ranks of the party itself, or the framers of the platform are trying to evade a controversial subject, or they are reluctant to take a definite

stand. Sometimes, too, party policies are purposely badly worded in order to confuse the public. Sometimes parties deliberately set up platform promises they have no intention of carrying out.

Party Funds. The raising and spending of party funds have given rise to much criticism. Naturally the management of party affairs requires the handling of great sums of money. Printing, postage, telegrams, traveling expenses, rental of halls, pay for speakers, music, organizing clubs, radio broadcasting, and endless other details represent expenses to be met. The collecting and spending of party funds reach a higher level during presidential campaigns than during other years. The financial management of a presidential campaign is solely under the direction of the national committee chairman, who until recently was not required to render an account of the moneys contributed for this purpose.



Sometimes it is difficult to spend public funds properly.

The money is raised entirely through voluntary contribution. Successive laws of Congress forbid assessment of officeholders for campaign funds (1883); forbid national banks and corporations from making campaign funds at any election at which the President of the United States or any member of Congress is to be chosen (1910); require the treasurer of each national party committee to make and publish after the election a sworn statement showing every contribution of \$100 or more received by him, every expenditure of \$10 or more, and totals of all other contributions

and expenditures, requiring the publication of such statements before the election (1911); and (1918) require newspapers and periodicals to publish the name or names of persons owning the publication and to add the word "advertisement" at the end of all printed campaign literature for which the publisher is paid. The law of 1925 forbids a candidate for representative in Congress to spend more than \$2,500 toward his election and a candidate for senator to spend over \$10,000. The candidate must report to the secretary of the Senate or to the clerk of the House within thirty days after an election the receipts and expenditures for his campaign.

State Corrupt Practices Acts. State legislation along this line demands that local candidates file a statement of campaign receipts and expenditures, and limits the campaign funds which may be solicited from candidates. As a rule state and local candidates are required by law to file a statement of campaign receipts and expenditures. State corrupt practices acts also restrict the amounts which party organizations and candidates may spend.

ANSWER BRIEFLY

1. What is public opinion?
2. How is public opinion formed?
3. When and why does public opinion become powerful?
4. What is an important method of molding public opinion?
5. Explain the difference between public opinion and propaganda.
6. Why should the individual be interested in the trend of public opinion? When should he participate in arousing public opinion?
7. What are some of the various qualifications of voters in the different states?
8. What does it mean to be disfranchised?
9. Why should every qualified voter exercise his right to vote?
10. Describe the process of voting.
11. What are some of the characteristics of the Australian ballot?
12. Name two important types of ballots now in use.
13. What suggestions for ballot reform have been made by those interested in the matter?

14. What is a political party?
15. How is a political party organized?
16. What is a professional politician?
17. What is a party platform?
18. How are party funds raised and spent?
19. What are some provisions of federal and state corrupt practices acts?

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

personal opinion	party platform
public opinion	platform plank
consensus of opinion	campaign
propaganda	qualified voter
credulous	disqualified voter
authentic	third party
demagogue	convention
reformer	primary
bolter	boss control
regular	professional politician
radical	corrupt practices acts
conservative	campaign fund
straight ticket	politics
split ticket	politician
suffrage	statesman
ballot	voting machine
poll	registration
restriction	preferential voting
franchise	election frauds
disenfranchise	Australian ballot
enfranchise	returns

Suggestion I. Answer each of the following questions in your notebook concerning your state :

1. At what dates are elections held in your state?
2. How are election boards chosen in your state?
3. What are the duties of these election boards?
4. How many people voted in the last election in your state? In your town or city? Was it a good percentage of the eligible vote?
5. Who regulates the right to vote in your state?
6. What are the specific requirements for voting in your state?

7. What are the requirements in your state concerning the registration of voters?

8. What form of ballot is used in your state?

9. Do the voters of your community have a voting machine?

10. What are some provisions of the corrupt practices acts of your state?

Suggestion II. Complete the following table in your notebook :

MAJOR PARTIES IN THE UNITED STATES

NAME OF PARTY	LEADERS	ATTITUDE ON THREE IMPORTANT ISSUES	
		a. Favors	1
			2
			3
		b. Opposes	1
			2
			3

Suggestion III. Make a study of your local or regional newspaper for the span of a week. Answer the following questions about it.

1. How many murders were mentioned?

2. How many violations of traffic rules were mentioned?

3. To what extent do newspaper accounts of crimes committed reveal the need for better law enforcement?

4. How could public opinion be aroused to an attitude for better law enforcement?

Suggestion IV. Take the same collection of newspapers mentioned in the previous suggestion and tabulate their news columns under the following headings.

KIND OF NEWS	NUMBER OF NEWS ITEMS
1.	1.
2.	2.

In this study divide the newspaper-column items into foreign and domestic, national and state, crimes and wrongdoings, social affairs, amusements, recreations, sports, politics, health, public improvements, education, science, art, and music.

Suggestion V.

1. From the study you have just made list in the order of their importance the newspaper items which you deem to be of the greatest interest.
2. List three ways in which you believe the newspaper you have studied could be improved.
3. Did you find any material in the newspaper which you feel might be called propaganda?
4. Should all items in a newspaper interest the average citizen?

Suggestion VI. Plan and conduct a mock local election in the classroom. Go through all the preliminaries that represent later contacts the adult citizen makes politically. Organize political parties. Hold a preliminary election. Make ballots and ballot booths. Have campaign issues, speeches, and party slogans. Frame party platforms and permit the candidates to appeal to the voters as speakers. A pseudo-microphone might even be set up for the purpose of creating modern atmosphere and experiences. Have a corps of officials in charge of the polling booths. Secure Robert's Rules of Parliamentary Procedure and follow them during the meetings. Count the ballots and announce returns to the voters. The blackboard could be used as though it were a movie screen on which to flash the returns to an anxious audience. An experience like this is of inestimable value to the juvenile citizen and well worth all the work and planning it involves.

Suggestion VII. Draw a map of your local election districts. If you live in a city, it will be wards; in a rural community, it will be part of a county or several townships. On this map mark the location of the polling places in your neighborhood. Outline with colored pencil the boundaries of the election district in which the members of your family vote.

FOR YOUR BULLETIN BOARD

Make a large bulletin board chart of the outline of presidential elections given below. Secure a copy of the leading party platforms of the last national election and have them drawn and printed as "planks" in sketches of speakers' platforms. Set aside a portion of one period to discuss this exhibit after it has been on display a few successive days. The members of the class can be prepared to draw conclusions and observations about the political parties and campaign issues of the presidential elections. Observe, also, that certain issues set up in the recent platforms were entirely new ones and that there are other issues that have died out of our political history entirely.

PRESIDENTIAL ELECTIONS

YEAR	PRES. ELECTED	VICTORIOUS PARTY	DEFEATED PARTY
1789	Washington	Unanimous	No opposition
1796	Adams	Federalist	Dem.-Rep.
1800	Jefferson	Dem.-Rep.	Federalist
1808	Madison	Dem.-Rep.	Federalist
1816	Monroe	Dem.-Rep.	Federalist
1820	Monroe	Dem.-Rep.	No opposition
1824	Adams	Nat'l Rep.	Democratic
1828	Jackson	Democratic	Whigs
1832	Jackson	Democratic	Whigs
1836	Van Buren	Democratic	Whigs
1840	Harrison; Tyler	Whigs	Democratic
1844	Polk	Democratic	Whigs
1848	Taylor; Fillmore	Whigs	Democratic
1852	Pierce	Democratic	Whigs
1856	Buchanan	Democratic	Republican
1860	Lincoln	Republican	Southern Democrats, Northern Democrats, Know Nothings
1864	Lincoln; Johnson	Republican	Democratic
1868	Grant	Republican	Democratic
1876	Hayes	Republican	Democratic
1880	Garfield; Arthur	Republican	Democratic
1884	Cleveland	Democratic	Republican
1888	Harrison	Republican	Democratic
1892	Cleveland	Democratic	Republican
1896	McKinley	Republican	Democratic
1900	McKinley; Roosevelt	Republican	Democratic
1904	Roosevelt	Republican	Democratic
1908	Taft	Republican	Democratic
1912	Wilson	Democratic	Republican Progressive
1916	Wilson	Democratic	Republican
1920	Harding; Coolidge	Republican	Democratic
1924	Coolidge	Republican	Democratic
1928	Hoover	Republican	Democratic
1933	F. D. Roosevelt	Democratic	Republican
193-			

FOR DISCUSSION

All propaganda is vicious.

Political parties, as they are now organized, do more harm than good.

Political parties should be financed by funds drawn from the government treasuries and controlled by law.

Every voter should be a party voter and not an independent.

The newspapers exert more influence over public opinion than does any other agency.

Qualified voters who are physically capable and who do not take part in an election should be punished by fine or disenfranchisement.

FOR YOUR INDIVIDUAL CONSIDERATION

Case I. A committee of the Senate reported that in 1918 one candidate in Michigan spent \$200,000 in behalf of his election, and in 1926 that in Pennsylvania more than \$3,000,000 was spent in behalf of one candidate, and in Illinois about \$450,000 in the interest of another.

Were these sums illegal? Do they seem exorbitant to you for the purpose to which they were put?

Case II. A certain man was making a political speech against our political party system. He quoted this statement to support his argument that political parties should be abolished: "Party loyalty is a good thing, but loyalty to the interests of one's country is an infinitely better thing."

Do you believe that we could get along in the United States without political parties? Do you believe that party loyalty interferes with loyalty to one's country?

Case III. An employer once posted a notice on the doors of his factory that his factory would close if a certain candidate for President were elected.

Was this propaganda? Was his action fair to his employees? Did it leave them free to vote as they wished?

Case IV. A reformer published a pamphlet at his own expense, calling the attention of the public to the increasing cost of our party elections and advising that a movement be started to finance party elections out of government funds and control expenditures by law.

Do you agree with his proposal? Do you think his idea would bring about greater economy in the conduct of elections? Do you think public sentiment could ever be aroused to the point of action in this matter?

WRITTEN WORK

Suggestion I. Write a composition of about 200 words descriptive of party machinery. You will have to consult library reference readings to secure data for this. Outline your composition to follow the order of the following topics :

1. Choosing party officials.
2. The political party committee system.
3. Professional politicians, "bosses," and "rings."
4. Party finances :
 - (a) The raising of campaign funds.
 - (b) The spending of campaign funds.
 - (c) The Corrupt Practices Acts.
5. The National Nominating Convention :
 - (a) The place and time of meeting.
 - (b) The choosing of delegates.
 - (c) Organization — Committee on Permanent Organization.
 - (d) Committee on Credentials and Committee on Rules.
 - (e) The Committee on Platform Resolutions.
 - (f) Nominating candidates.
 - (g) The vote on nominees.

Suggestion II. Write a description of a class meeting which you have attended, or, if possible, which you have conducted.

READING FOR RECREATION

1. COMPTON'S *Pictured Encyclopedia*. W. 131-133.
2. KENT, F. R., *The Great Game of Politics*.
3. MOORE, SIR THOMAS, *Utopia*.
4. MUNRO, W. B., *Personality in Politics*.
5. MYERS, G., *History of Tammany Hall*.
6. ROOSEVELT, T., *Theodore Roosevelt: Autobiography*.
7. SHEPHERD, W. G., *The Boy's Own Book of Politics*.
8. WADE, M. H., *The Boy Who Loved Freedom*.

A WORKING BIBLIOGRAPHY

I. For the Pupil

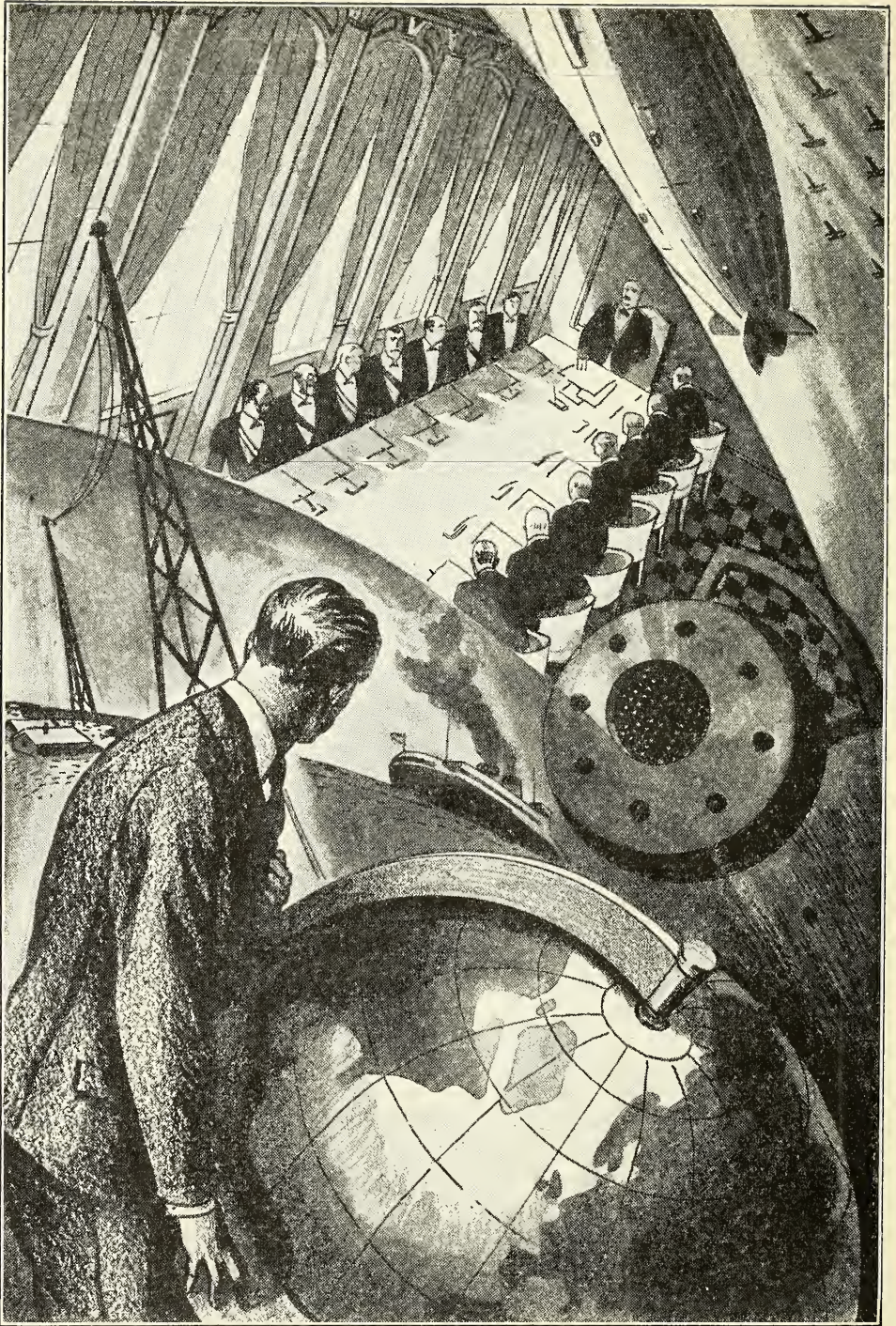
1. BOWEN, E., *Social Economy*.
2. GARNER, J. W. AND CAPEN, L. I., *Our Government*.
3. MAGRUDER, F. A., *American Government*.
4. MUNRO, W. B., *Social Civics*.
5. ORTH, S. P., *The Boss and the Machine*.
6. OVERACKER, L., *Money in Elections*.

II. *For the Teacher*

1. BRUCE, H. R., *American Parties and Politics*.
2. CLEVELAND, F. A., *American Citizenship*.
3. FORD, H. J., *Rise and Growth of American Politics*.
4. KENT, F. R., *Political Behavior*.
5. LEWIS, S., *Readings in Party Principles and Practical Politics*.
6. MERRIAM, C. E., *Primary Elections*.
7. MERRIAM, C. E., *The American Party System*.
8. MUNRO, W. B., *The Invisible Government*.
9. POLLOCK, J. K., *Party Campaign Funds*.
10. PORTER, K. H., *A History of Suffrage in the United States*.
11. RAY, P. O., *Political Parties and Practical Politics*.
12. SAIT, E. M., *American Parties and Elections*.

Unit Seven

YOU GLIMPSE THE HORIZON OF
INTERNATIONALISM



We of the United States are no longer isolated from the affairs of other nations. Name six items of international interest shown in this picture. Name four added items of international importance that the individual might be considering.

CHAPTER XXIX

World Citizenship

The Chapter Message

1. *National loyalty does not exclude the need of international coöperation.*

2. *Nations are interdependent.*

3. *There are certain facts that we as individuals should know about our world neighbors.*

4. *The United States has a foreign service to look after its relations with other countries.*

5. *War is an unsatisfactory method of settling international disputes.*

6. *Peaceful negotiation and intercourse is an ideal relationship between nations.*

7. *International law is not as well defined as is constitutional law.*

8. *There are constantly recurring causes for international misunderstandings.*

9. *There are many agencies for international peace, among them the Pan American Union, the League of Nations, and the World Court.*

10. *The responsibility for future peace is largely the burden of the youth of today.*

Nationalism and Internationalism. National loyalty is an attribute of good citizenship, but such loyalty is in no way opposed to coöperating with the nations of the earth in solving world-wide problems. We do not lose our family

loyalty when we join a school, church, club, or community, nor do we lose our state loyalty by being citizens of the United States. Need we lose our national loyalty by becoming members of the family of nations?

International Bonds. Nations depend upon one another much as do individuals and groups of individuals. There are social bonds among the nations, bonds of religion, of education, and of international welfare. Nations have many economic bonds that bind them inseparably. Nations have political bonds. They have been struggling through the centuries to frame some satisfactory form of world-wide coöperative international organization.

Among the international social bonds may be mentioned exchange scholarships in the colleges and universities, family relations, and church memberships. Name other social bonds. Among the economic bonds are trade and international banking facilities. Name others. International political bonds are treaties, conferences, and leagues. Name others.

The age in which we live is very different from past ages. Scientific progress has changed the process of living, locally, nationally, and internationally. Think of the rapidity with which news now comes to us from Europe and Asia, as compared with the slow methods of communication a hundred years ago. Transatlantic flights are occurring frequently since that memorable one made by Lindbergh in thirty-three hours. World flights are being made. Frontiers are rapidly disappearing. The radio is shortening distances. Electricity is spreading international thought faster than did the presses of the past. The individual is in touch with all the earth. He can sit at home and listen to an address given by the British Prime Minister, or to a speech from Rome. Actually he is a citizen of the world.

To what international radio program have you listened lately? Have you ever been closely connected with foreign nations in other ways than as a radio audience? To what extent are you dependent on other nations for your daily meals?

*Acme*

Dwight Morrow, former United States Ambassador to Mexico, was exceptionally successful in bringing about friendly relations between these two nations. What is he doing in this picture?

Good Will and Tolerance. Good will is essential to good living. Wise parents do not allow a child to be inconsiderate of his brothers and sisters. Children are taught the Golden Rule.

The school is an exponent of organized coöperation, of tolerance, and of good will. The school encourages its members to practice mutual helpfulness and loyalty to wholesome school ideals.

The community gradually adopts ideals that are similar to those set up by its schools. It has common purposes and common goals with the schools. It shows tolerance toward all religions and creeds. It gives equal opportunity to all races. It holds all men equal before the law. It respects all persons regardless of occupation, politics, race, or religion. It urges a spirit of fair play among its citizens. It

safeguards general welfare and seeks the greatest good of the greatest number. And so the individual is out of step



The making of laws is as old as civilization.

with the world if he does not understand or want to understand international relations.

Interdependence of Nations. As with the units of home,

church, school, and community, so it is with the nations. They are interdependent in various ways and their neighborliness depends upon mutual understanding and coöperation. The world in general has become a great market for the exchange of goods. But mankind shares more than trade. It has use also for inventions, scientific knowledge, and the fine arts. Environment plays an important part in the needs of men. One section of the world may produce material that another region cannot produce, but which it can use to good advantage. Think of the coffee we consume that is not grown in our country. Think of the wool that is grown in certain countries and sold in other countries not adapted for sheep raising. Thus soil, climate, rainfall, and topography render the nations of the world interdependent. The more we realize this, the more we can appreciate the importance of friendly relations with our world neighbors.

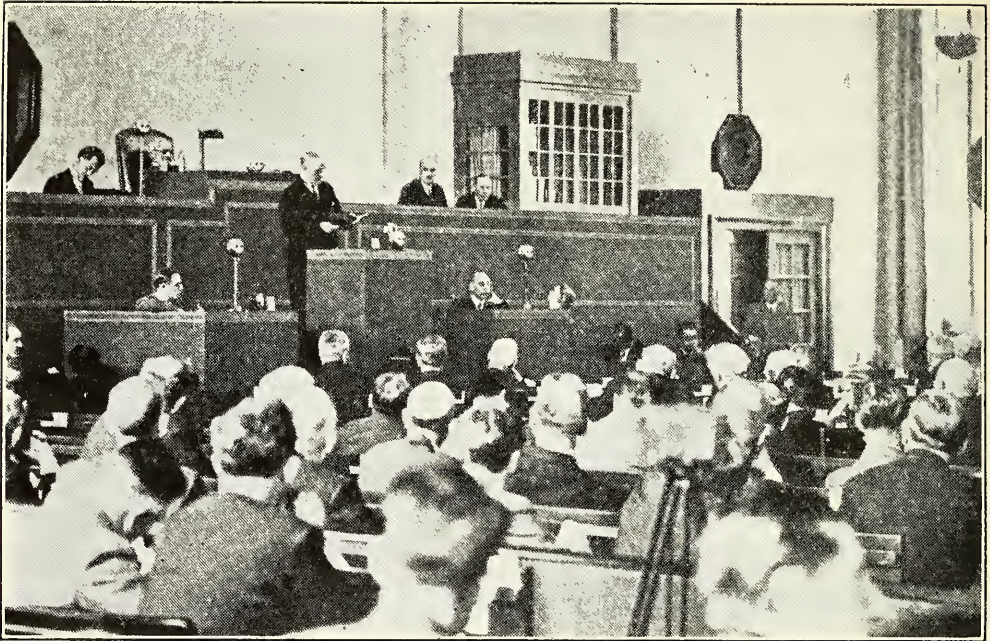
Education is the great medium for mutual understanding. If one nation has a wrong idea or notion about another nation, the former is tempted to condemn the latter. Truth knows no such barriers as boundaries or nationalism. The three thousand miles of borderland between the United States and Canada without a cannon to guard it is an example of international amity which has lasted many years. Peace can be more easily maintained by friendships than by battleships. People can be taught to recognize their common in-

terests and common obligations. International understanding depends upon hospitality, not hostility; sympathy, not suspicion; amity, not enmity; rationalism, not nationalism.

Information about Our World Neighbors. We know best the things we are able to understand. The simple things that are of interest to every human being are, fortunately, most easily learned and understood. What should we know about our world neighbors? How they live? Yes. Their origins, characteristics, habits, customs, and ideals — these are the important facts to know. They may be classed as social, religious, political, industrial, economic, and geographic interests. Each nation is made up of many smaller communities, but generally it develops certain characteristics that distinguishes it from any other nations.

Name some nations whose marked characteristics are easily recognized. What nations are noted for being largely agricultural? Very religious? Militaristic? Seafaring? Possessed of great wealth? Manufacturing? Dairy countries?

Foreign Affairs. To be informed about our neighbor nations and to keep in proper touch with them, the United States has a governmental organization — the Department of State — to look after its foreign affairs. This is generally referred to as the foreign service. It aims to protect the interests of American citizens and to represent the affairs of the American government abroad. The foreign service of the United States is divided into two groups of workers, (1) the *diplomatic corps* and (2) the *consular service*. The diplomatic corps has three groups of officers in its ranks: (1) *ambassadors*, (2) *ministers*, and (3) *chargés d'affaires*. The United States sends an ambassador, or minister, to the important nations of the world to represent our country in diplomatic affairs. The *chargé d'affaires* is a representative who takes the place of ambassador or minister during absence or vacancy in those offices. The members of diplomatic corps are the mouthpieces of our government in foreign



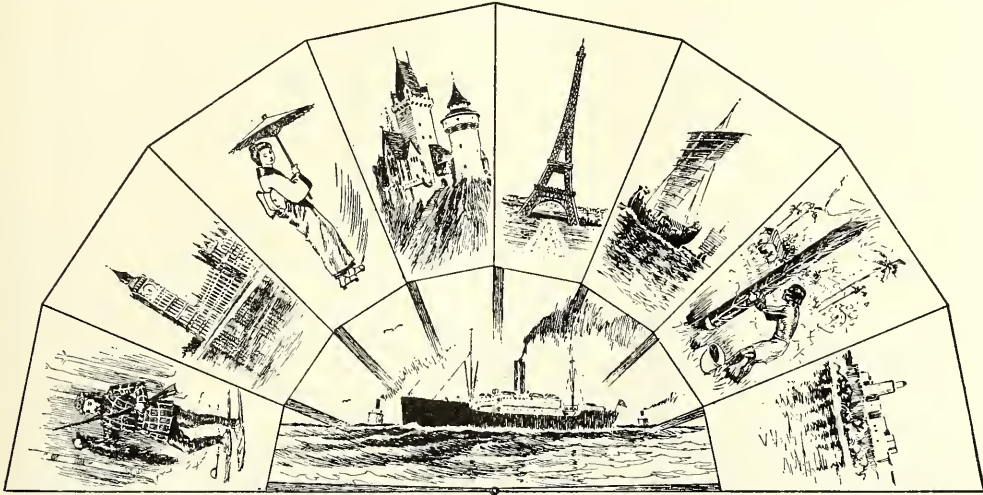
Wide World

A Secretary of State addressing a committee of Congress on foreign affairs. In what way is the Secretary of State connected with foreign affairs?

lands. They watch over all the interests of the United States in the countries in which they are located. They are responsible for keeping our government informed about the commercial and political interests in their posts abroad. They may negotiate treaties, make clear the policies of our government, and see to it that our citizens traveling abroad receive justice. The consular service supplements the work of the diplomatic corps. Consuls are mainly responsible for watching over trade and commercial interests abroad, and are stationed in important commercial cities. They have many other duties, too. They aid in the enforcement of our immigration and federal health laws. They may be consulted on problems concerning passports. At the present time our nation has about one thousand consuls in foreign lands and fifty-five ministers and ambassadors.

Our Interests Abroad. The United States is involved in international interests. In the beginning of our history we set out to live a national life of our own, independent of

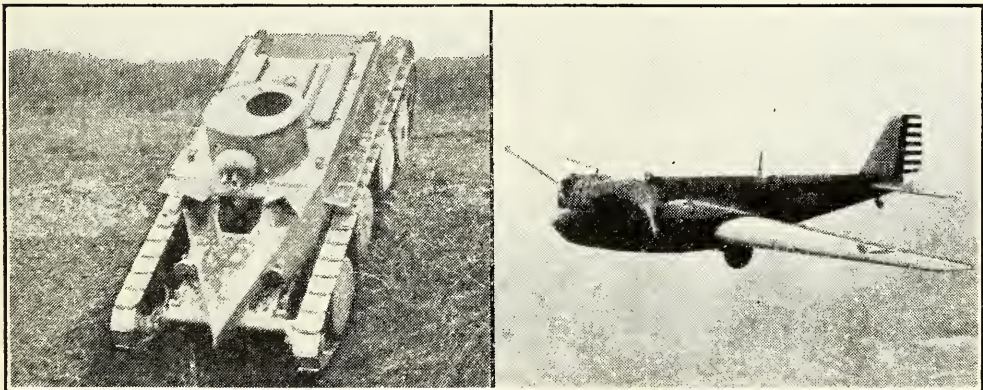
other nations. But we gradually became more and more involved in the affairs, especially in trade relations, of other nations. The World War showed how difficult it was for



Our international trade is very important. The miniature views grouped around this steamer represent some of the countries with which we trade at present. Can you identify each?

us to remain within our own boundaries and to live apart from the rest of the world. Today the United States is rated as a world power. We cannot sustain that reputation if we shirk our world-wide responsibilities.

War. War, at best, is an unsatisfactory method of settling international disputes. Some people make themselves



Official Photograph, U. S. Army Air Corps

Two war machines, a combat tank entering a bomb crater, and a Martin airplane bomber. Can you mention other machines of similar nature used in modern warfare?

believe that war is necessary ; this belief is chiefly the result of pride and fear. Others may even believe that war is beneficial ; this argument comes usually from those who are in a position to make vast fortunes from war supplies of various kinds. But no one can reasonably plead that war is necessary. Modern warfare is especially disastrous, so far-reaching are its destruction and evil influences. It disrupts



A devastated war area.

International Newsreel

family life by bringing death and poverty to thousands of homes. It destroys property. It involves suffering. It is expensive for victor and vanquished. It all but ruins the normal progress of international peace and peace-time industrial projects. During war, crime has its best opportunities. Because of war careers are blasted, and patriotism, under the stress of war, becomes infused with enemy hatred. Soldiers who have seen battle fronts will assure you that actual warfare is terrible. They carry horrible memories of

dirty, dull, dangerous work, of vermin, of gruesome bloodshed, and perhaps actual reminders of the results of war, — blindness, disease, crippled limbs, scarred faces, and shell-shocked nerves. War destroys international trade. It increases taxation for the fighting generation as well as for the generations of the future. The cost of war in lives and property is beyond comprehension. While nations are busied at the battlefronts frequent political upheavals occur at home. All in all, the burden of war is as bad as the one Atlas carried. It seems never to leave the shoulders of mankind. Why do nations fight !

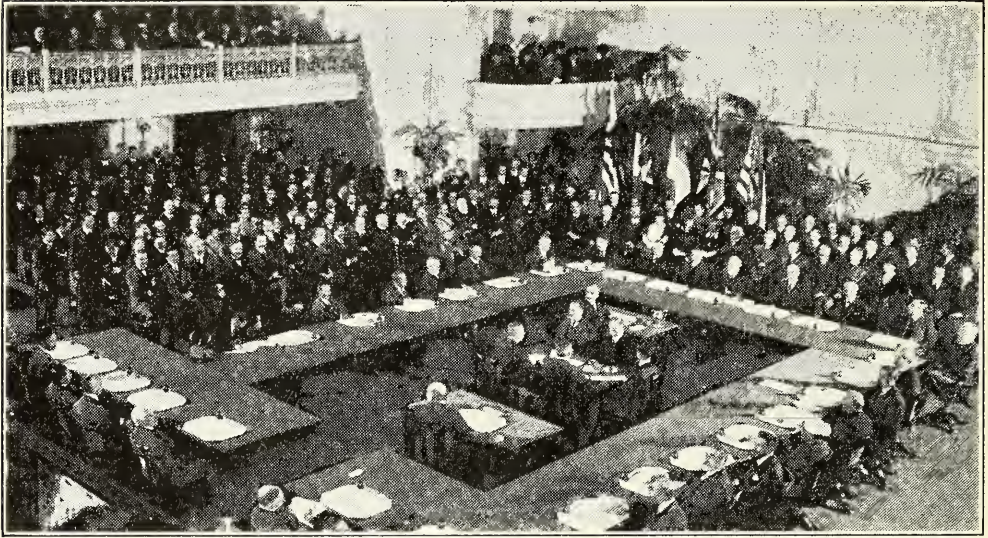
Show how a populace abandons its normal status of living during time of war. What arguments can you give in favor of war?

Peace. While not every one is willing to subscribe to "peace at any price," almost every one will agree that war must ultimately be regarded as an unnecessary relic of barbarism. Ways of settling disputes amicably have been set up. Individuals can take their disagreements to courts for adjustment. States have set up boards of arbitration for the settlement of labor disputes. The national government also has established many boards of arbitration. What means do nations have for settling international disputes other than by recourse to war? They resort to arbitration. Their agencies are very similar to those mentioned above.

International Law. International law does not exist in the form of a code. It consists of a great mass of rules, regulations, customs, habits, treaties, and agreements which the nations of the world have developed from generation to generation. These have grown so numerous that we are beginning to wonder whether it is possible to assemble a single code of international law. It is very difficult to induce disputing nations to settle their differences amicably and around a council table. We can only hope

that with the spread of education and the aid of greater international understanding, the nations of the world will be convinced that a council table is better than a clash of arms.

An ancient defeated king said, in his reply to the victor, "No man is so foolish as to desire war more than peace; for in peace sons bury their fathers, but in war fathers bury their sons." Is this philosophy too old to be applied today?



Harris and Ewing

The Washington Arms Conference, 1921, recommended to the leading naval powers that a holiday for ten years in the building of capital ships be made effective toward ending international rivalry.

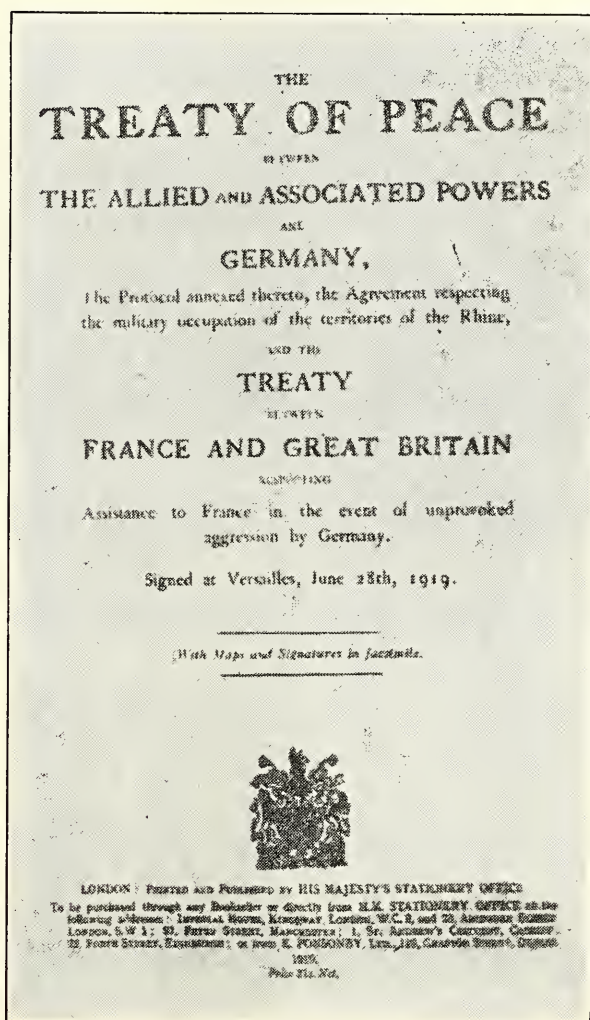
Causes of International Misunderstandings. A narrow nationalistic feeling often leads to war. When one nation feels superior to neighbor nations and plans to impose its civilization upon them, there arises, almost inevitably, defiance and resistance. A certain nationalistic pride is good and justifiable, but when this pride becomes imperialistic it grows dangerous. When nationalistic propaganda is set into motion, war is glorified. Armies and navies have too long been regarded as the only safeguards of peace. Most nations have wanted to believe that they are so well provided with military defense as to be comparatively safe from attack. They have resorted to secret diplomacy and

war to outdo rival nations. Among other causes of conflict between nations may be mentioned a violation of national honor, trade aspirations, mistreatment of citizens by a foreign nation, and an overflowing population.

Theodore Roosevelt once remarked, "I believe that we have room for but one soul loyalty and that is loyalty to the American people." Do you agree with this opinion?

International Organizations for Peace. It is not possible here to discuss all the international peace organizations, but we can consider briefly the most outstanding among them.

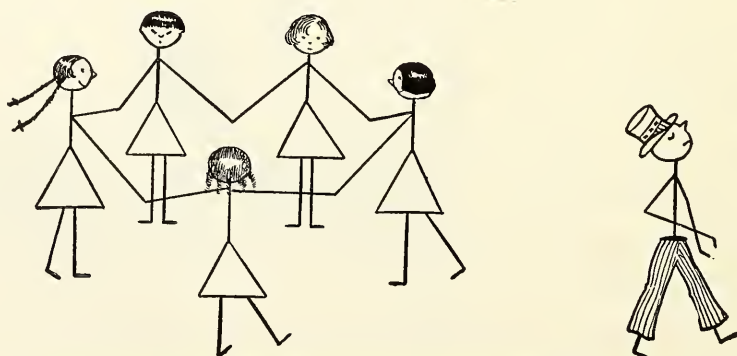
The Pan-American Union, established in 1910, is an effort toward greater coöperation between the republics of the two Americas. Its headquarters are at Washington, D. C., where the beautiful Pan-American building, the gift of Andrew Carnegie, is located. It is directed by a governing board composed of the United States Secretary of State, who is the chairman, and the diplomatic representatives at Washington of the other American republics. The aim of the Union is to foster



The treaty of Versailles instituted the League of Nations. Is this league still in existence? Has it achieved its purposes?

Pan-American interests and understanding. Various conferences have been held, each one more successful than the last. At these meetings problems of trade, politics, social situations, and economic issues have been discussed, and out of the discussions more friendly relations have been established. At the last conference, held in 1934, President Roosevelt pledged the wholehearted coöperation of the United States in all matters affecting the Americas. He even went so far as to disapprove of an interpretation of the Monroe Doctrine which had become more or less undesirable to some of the Latin-American republics.

Commercial International Unions and Associations. There is an international postal union of which the United States is a member, and an international telegraph association. The transfer of money and goods may be made through the Bank for International Settlements (located at Basle), a bank controlled and operated by the central banks of the European countries and a group of private bankers of the United States. Then there is the International Labor Organization, located at Geneva and coordinated with the League of Nations. More than sixty nations have joined this organization. It has served as a world clearing house for information on labor questions and industrial problems. Such international groups as these pave the way for the preservation of international peace.



The United States has not joined the League of Nations.

The League of Nations. The League of Nations was established by the treaty that ended the World War. It is an association of states formed "to promote international coöperation and to achieve international peace and security."



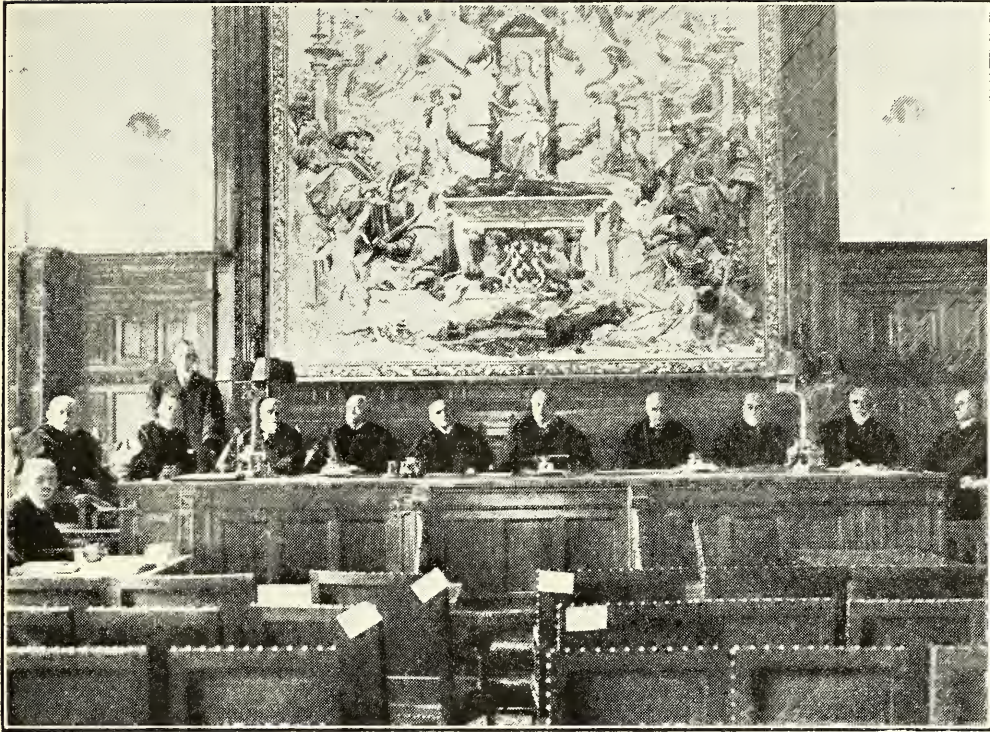
Ewing Galloway, N. Y.

This is the League of Nations in session. Where does it meet. How many nations belong to it?

From the 42 original member states it has been increased to 58 in 1935. It is composed of (1) a Council composed of members representing the Great Powers and some of the less powerful, (2) an Assembly of delegates from all member nations, (3) a Secretariat, or a staff of secretaries, (4) an international labor office, (5) various technical committees, (6) the World Court, (7) various international bureaus. The United States is not a member of the League of Nations. The League is supported by annual contributions of its members who are assessed on the basis of their ability to pay. Its 1933 budget was about \$6,150,000 — the estimated cost of two hours of the war to the United States in 1918.

Achievements of the League. Naturally the question first to arise is, what has the League of Nations accomplished? It has arbitrated nine controversies in which disputes were so serious that war was either threatened or actually begun. It has not let a year pass since 1918 without having worked earnestly on the problem of reduction of armaments. It has secured food and shelter for over a million refugees of various European countries. One of the first tasks of the League was to return to their homes 430,000 war prisoners of 26 nations. It has conducted an effective warfare against epidemic diseases in Europe and Asia. Its work includes studies of such matters as cancer and malaria and standardization of serums and toxins. It has devoted efforts toward abolishing slavery and slave trade wherever it exists, and toward the limitation by each country of the manufacture of opium and other harmful drugs. It has saved Austria and Hungary from economic collapse. It has enabled Greece, Bulgaria, Danzig, and Esthonia to obtain international loans. It sponsored in 1927 a World Economic Conference attended by delegations from fifty nations. It voted an investigation of the worldwide economic depression of 1930 by a committee of economic experts of various nations. It has governed the Saar Valley and is the sponsor of the government of the Free City of Danzig. It has established the mandate system under which the territories taken from Germany and Turkey are being ruled. It has registered and published approximately 2,400 treaties and conventions.

The World Court. The World Court is the judicial arm of the League of Nations. It meets at The Hague. It is composed of fifteen judges elected for a term of nine years by the Council and the Assembly of the League of Nations. The Court is open upon equal terms to all nations who may wish to use it. Although the United States is not a member of the World Court it could carry a case there. The judges

*Wide World*

The Permanent Court of International Justice. Where does it meet? How many nations belong to it?

of the World Court are paid, not by the disputing nations, but by the treasury of the League of Nations. The Court is always organized and ready to hear cases at any time. But no nation can be compelled to submit a dispute to the Court. During its first nine years the World Court gave 18 advisory opinions and 16 judicial opinions. Its advisory opinions are given to the Council or Assembly of the League of Nations upon request and its judicial decisions are judgments on the legal merits of disputes brought before the Court by nations.

The Future. George Washington called war the "scourge of mankind." Many people speculate about what the next war will be like. Certainly there is nothing more important for the future of civilization than setting up the machinery of peace. War will not be prevented, however, by merely planning for peace. The family of nations must work out

a better solution for settling disputes than we have at present. That burden is soon to be the responsibility of the youth of today. You, as individuals, should have a keen interest in world affairs in order that your understanding of them may become a basis for decisions to be made by the America of tomorrow. World-wide progress is being made along many lines. The earth has become a relatively small place. Modern traveling facilities make for a better understanding among nations, and the rapidity of communication helps toward the international realization of a common civilization. With world conditions changing rapidly it is essential that the nations of the earth establish a world-wide acceptance of international coöperation.

ANSWER BRIEFLY

1. In what respects is the age in which we are now living different from past ages?
2. Give four illustrations to show the interdependence of the United States and other countries.
3. Why is education a medium of good-fellowship? How does travel help to create better international understanding?
4. What kinds of information do we need about our world neighbors?
5. What is international law?
6. What arguments can you cite for or against war? In favor of or opposed to peace?
7. What are some causes for international misunderstanding?
8. What are some disastrous effects of war?
9. What methods can be used to bring about peace, in cases of disputes between nations?
10. What is national loyalty? Need this kind of loyalty prohibit international coöperation?
11. What forces exist in the world today which serve to bind the nations on earth?
12. What official organization has the United States set up to manage its international, or foreign, affairs?
13. What are the duties of an ambassador? Of a minister? Of a chargé d'affaires? Of a consul?
14. What is the Pan-American Union?

- 15. Describe the organization of the League of Nations.
- 16. What are some achievements of the League of Nations?
- 17. What is the World Court? What are its functions?
- 18. Name three international associations of a commercial nature.
- 19. How are the youth of today responsible for the international relations among nations of tomorrow?

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :		
internationalism	armament	international law
nationalism	disarmament	Pan-American
patriotism	treaty	Latin-American
scholarships	spy	Secretariat
fellowships	ambassador	covenant
tolerance	minister	reduction of armaments
code	consul	isolation
amity	militarist	extradition
arbitration	pacifist	

- Suggestion I.*
- 1. Make a list of five ways in which our nation is associated with world-wide interests.
 - 2. Name four ways in which the individual can help establish a better relationship between our country and other nations.
 - 3. Name four ways in which school citizens can help establish a better international understanding among individuals of the nations on earth.
 - 4. Name four causes for international misunderstanding.

- Suggestion II.*
- 1. Name four officials who are in the United States Foreign Service.
 - 2. Name four agencies for the establishment of international coöperation to which nations of the world belong.
 - 3. Name three ways in which all nations are alike and three ways in which all nations are different.

Suggestion III. Complete the following table in your notebook.

ORGANIZATION	PURPOSE	LOCATION	TWO IMPORTANT ACHIEVEMENTS
Pan-American Union .			
League of Nations .			
World Court . . .			

Suggestion IV. Make a diagram of the organization of the League of Nations.

FOR DISCUSSION

The United States should join the League of Nations.

The United States should join the World Court.

The system of passports should be abolished.

Immigration to the United States should be closed to all nations for fifty years.

Peace is not a practical idea.

The United States has no need for a large navy.

FOR THE BULLETIN BOARD

It is possible to obtain pictures of the flags of all nations. Have these reproduced, in color, on cards of uniform size and post the display on the bulletin board. Follow this display with a display of as many national anthems of various nations as can be collected and copied. Then hold a contest. Have the members of the class write an international anthem. Select from these the six best and post them on the bulletin board.

FOR YOUR INDIVIDUAL CONSIDERATION

Observation I. The twenty materials in our modern telephone are assembled from every continent.

What international significance does this fact have?

Observation II. More than two million families in the United States earn their living by manufacturing the raw materials which we import in exchange for our exports.

Does this statement prove that we are internationally dependent in trade?

Observation III. When relations were strained almost to the breaking point between the United States and Mexico in 1916, a committee was appointed to arbitrate the dispute. The members of this committee went to Canada to discuss the matter, which they settled amicably and to the satisfaction of both nations.

What does this incident prove? Why did the committee go to Canada to talk over the difficulty?

Observation IV. Professor Einstein once expressed the opinion that if two per cent of the population of belligerent countries would refuse to

sanction or support war, it would be exceedingly difficult for the governments involved to conduct the war.

Do you agree with him?

Observation V. Andrew Carnegie was one of the most famous persons who encouraged peace. He founded the Carnegie Endowment for International Peace, December 14, 1910. He placed at the disposal of the Dutch Government \$1,500,000 for a Palace of Peace to be built at The Hague as a fitting place for a library of international law and a court of arbitration.

What proof have we that the efforts of Andrew Carnegie along the line of peace planning have not been in vain?

Observation VI. The assertion has been made that if you had started throwing away dollar bills 1934 years ago and had kept it up at the rate of a dollar a minute without pausing either to eat or sleep, you would only now be starting on your second billion with 95,000 years more to go. That is what the World War has cost to date. Again, the cost of the World War would buy the entire State of New York, including New York City, and a balance to purchase nine states the size of Maryland.

If these items give you any realistic idea of the cost of war, is it your opinion that one war is worth such great expenditures to any nation?

Observation VII. Colonel Charles A. Lindbergh said, "Aviation does not concern one nation alone. Its ultimate value lies in bringing the various countries of the earth into closer contact. It is not possible to develop air transport and communication in its broadest aspect without the coöperation of the entire world."

Do you agree with this opinion?

WRITTEN WORK

Interesting compositions can be written with the aid of library reference reading. Every member of the class should be assigned one among the following topics:

1. The Monroe Doctrine: A Brief History.
2. Modern Aircraft Defense Forces.
3. The Next War from a Scientific Viewpoint.
4. The American Red Cross.
5. A Trip around the World in Three Months.
6. The Nobel Peace Prize.
7. Spies in War.
8. Woodrow Wilson and the League of Nations.

READING FOR RECREATION

1. BENEZET, L. P., *Young People's History of the World War.*
2. GOULD, F. J., *Heroes of Peace.*
3. HARTMAN, G., *The World We Live In.*
4. HEWINS, C. M., *Travelers' Letters to Boys and Girls.*
5. HULBERT, WINIFRED, *Cease Firing.*
6. JUDD, A., *Conquest of the Poles.*
7. PECK, A. M., *Story-Book of Europe.*
8. PRICE, B., *The World Talks It Over.*
9. SATYANANDA, ROY, *When I Was a Boy in India.*
10. SEAWELL, M. E., *Paul Jones.*
11. SLOCUM, J., *Sailing Alone around the World.*
12. STEVENS, F. L., *Through Merrie England.*
13. STEVENS, W. O., *Boyhoods of Our Navy Heroes.*
14. STUART, D. M., *The Young Folks' Book of Other Lands.*
15. WEAVER, E. P., *Book of Canada for Young People.*

A WORKING BIBLIOGRAPHY

I. For the Pupil

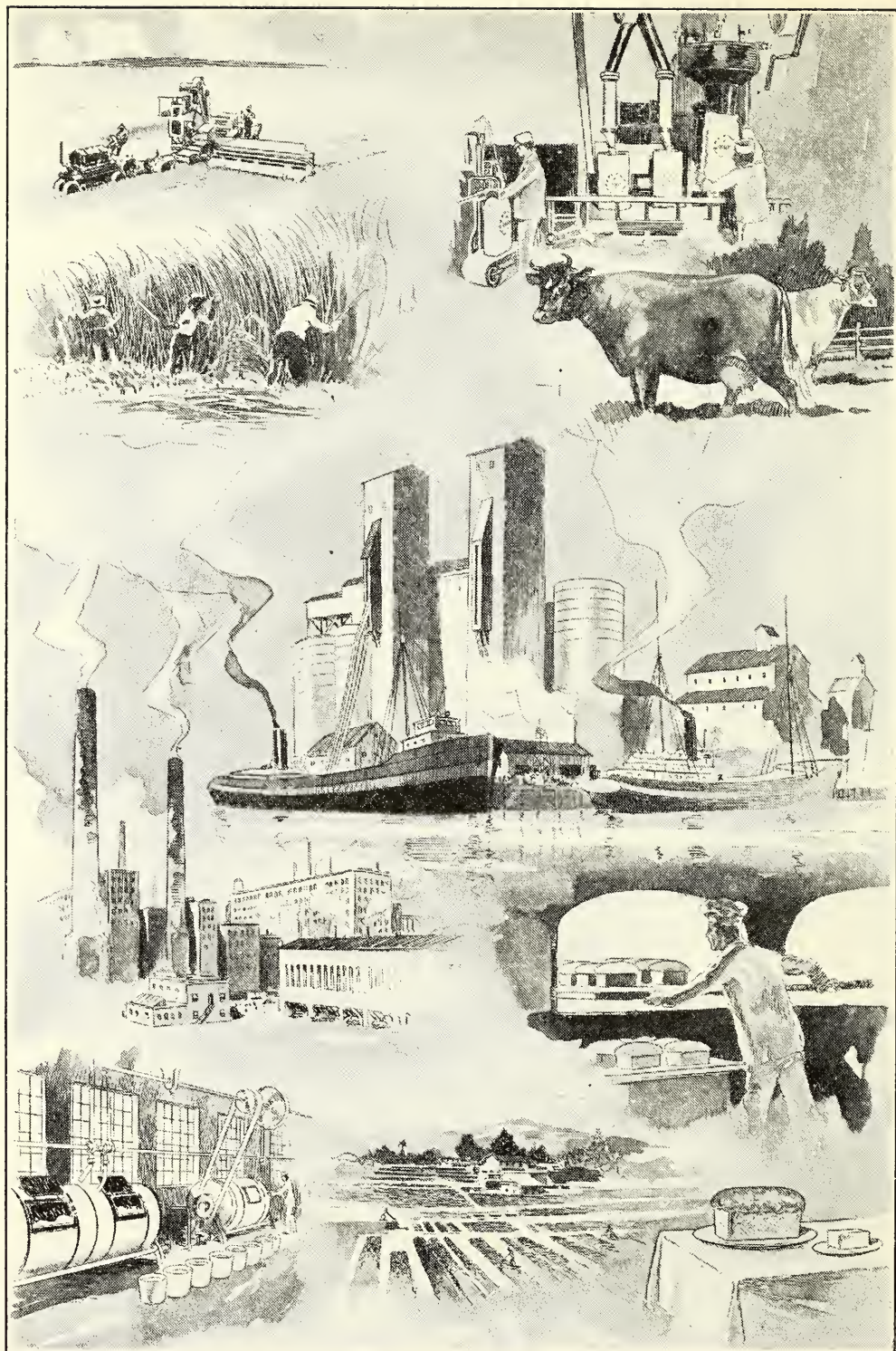
1. GARNER, J. W. AND CAPEN, L. I., *Our Government.*
2. LAPE, E. E., *Ways to Peace.*
3. LAY, T. H., *The Foreign Service of the United States.*
4. LUMLEY, F. E. AND BODE, B. H., *Ourselves and the World.*
5. MAGRUDER, F. L., *National Governments and International Relations.*
6. MUNRO, W. B., *Social Civics.*
7. POTTER, P. B. AND WEST, R. L., *International Civics.*

II. For the Teacher

1. BOWMAN, I., *The New World.*
2. BUELL, RAYMOND, *International Relations.*
3. COLEGROVE, K. W., *International Control of Aviation.*
4. GIBBONS, H. A., *Wider Horizons.*
5. HOWLAND, C. P., *American Foreign Relations.*
6. HUDSON, M. O., *The World Court.*
7. JACKSON, JUDITH, ED., *The League Year Book.*
8. JESSUP, P. C., *The United States and the World Court.*
9. LAMONT, T. W., *The Final Reparations Settlement.*
10. REDFIELD, W. C., *Dependent America.*
11. STALLINGS, LAWRENCE, ED., *The First World War.*
12. STUART, G. H., *Latin America and the United States.*
13. WEBSTER, C. K., *The League of Nations in Theory and Practice.*
14. WILLIAMS, B. H., *Economic Foreign Policy of the United States.*

Unit Eight

YOU ANALYZE YOUR OPPORTUNITIES AND
RESPONSIBILITIES AS A CITIZEN OF THE
STATE OF NEW YORK



You are dependent upon the works of others for your bread and butter. How many industries are set forth in this picture which contribute to your living? How many contributory occupations do you find?

CHAPTER XXX

The Business of Living

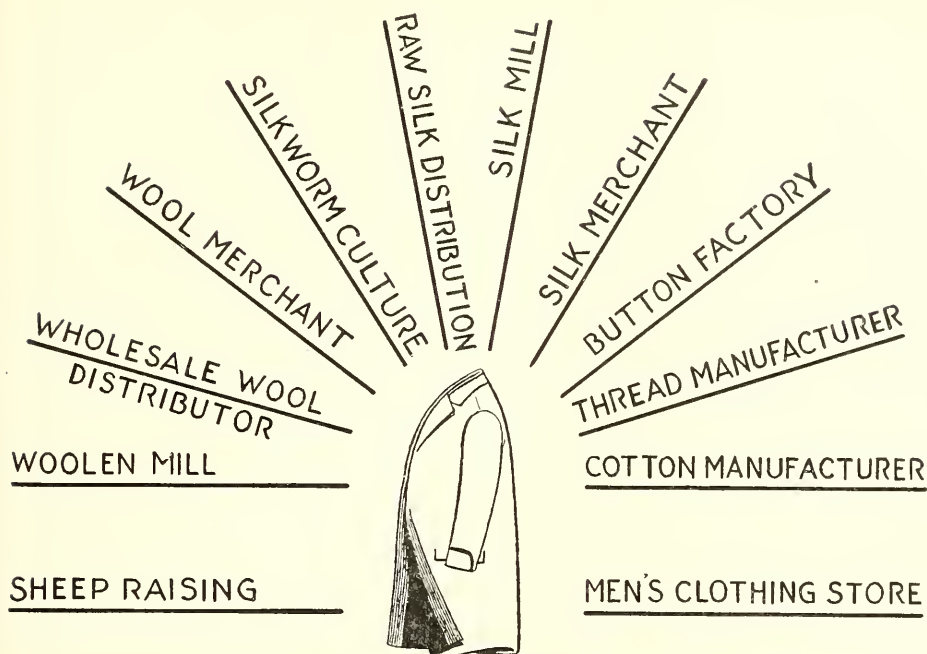
The Chapter Message

1. *The work of others produces or helps to produce your food, your clothing, and everything you use.*
2. *Division of labor means the interdependence of people.*
3. *The education of each individual before the Industrial Revolution was through sharing in the work of the self-sufficient family group.*
4. *Industrial evolution has made the business of living in the present different from what it ever was before.*
5. *Man has become civilized in proportion to his mastery of his environment.*
6. *Technology has invaded hunting, fishing, agricultural and pastoral occupations, as well as the handicrafts.*
7. *Science and legislation have contributed to human welfare.*
8. *It is important to you and to society that your job should be well done.*
9. *Planning your time and planning your income are parts of social planning.*

Division of Labor. 1. *In the Family.* Today you who are in the ninth year of school have a job. You are developing your abilities and acquiring knowledge ; you are learning about the world in which you live, and practicing skills of various kinds. Meanwhile your father is earning the living for you and for the other members of your family who are not wage earners. Your mother is keeping house, sewing, marketing, and providing the meals for the whole family.

2. *In the Production of Goods for Family Use.* When you need shoes or clothing, or when the household needs dishes, soap, sugar, or coffee, your mother buys them at the store. The shoes she buys for you are made in the shoe factory by men and women who tend the machines for eight hours a day. The leather from which the shoes are made has been cured and tanned by men who know how to do that but who do not know how to make shoes. The animals from which the skins are taken have been raised by farmers or by ranchers who know nothing of factory labor. Moreover, the factory worker, the tanner, the farmer, and the rancher, who have contributed their labor to the shoes you wear, must all buy what they do not produce. The factory worker, for example, who usually lives in a large town or city, must buy milk and vegetables. This is so because he has no land for gardening or grazing; it is also true that he has not time enough, after working eight hours in the factory, to cultivate crops or to care for a cow. The rancher, on the other hand, has no facilities for manufacturing clothes or utensils, and must depend upon others to make them for him.

If you think about the coat you wear, you know that the wool from which it was made was cut from the backs of sheep. Before the wool could be spun into thread and manufactured into cloth, it had to be transported from the farm or ranch to the factory. The boats, trains, and trucks, which are our modern means of freight transportation, involve the combined work of many, many people. There are the miners of the iron ore from which the steel rails and engines are made; the inventors and draftsmen who plan the complex mechanism of locomotives, trucks, and boats; the trainmen, truck drivers, and pilots who run them. The transportation of the raw materials from which your coat is made, the spinning of the thread, the weaving of the cloth, the cutting and the making of the coat are all



Explain how each of the factors shown is instrumental in making a coat. How many more can you add? What does this tell about our dependence upon others for our food, shelter, and clothing?

processes distinct from each other. The style of your coat, whether it is double-breasted or single-breasted, its length and the cut of the collar, are determined by another group of workers, by designers and by pattern makers. Evidently the number of people and the occupations and professions involved in the making of just your coat or your shoes are almost more than we can count. Yet this is only one example among many of the division of labor in our modern world.

3. *Interdependence of People.* To speak of the division of labor is a brief technical way of saying that all people are dependent upon the work of others. This is true not only within special industries and between industries within our own country but also between industries and workers of different nations. Of course you know that the coffee your mother buys at the store is grown in Brazil. How many people do you think handled it before it was made into the

hot drink served your father for breakfast? Were they all Americans? Were they all Brazilians?

How are the people in Brazil paid for the bushels and bushels of coffee that they send to this country? Is the money of the United States used in Brazil? What could they do with our money? Where would it be good?

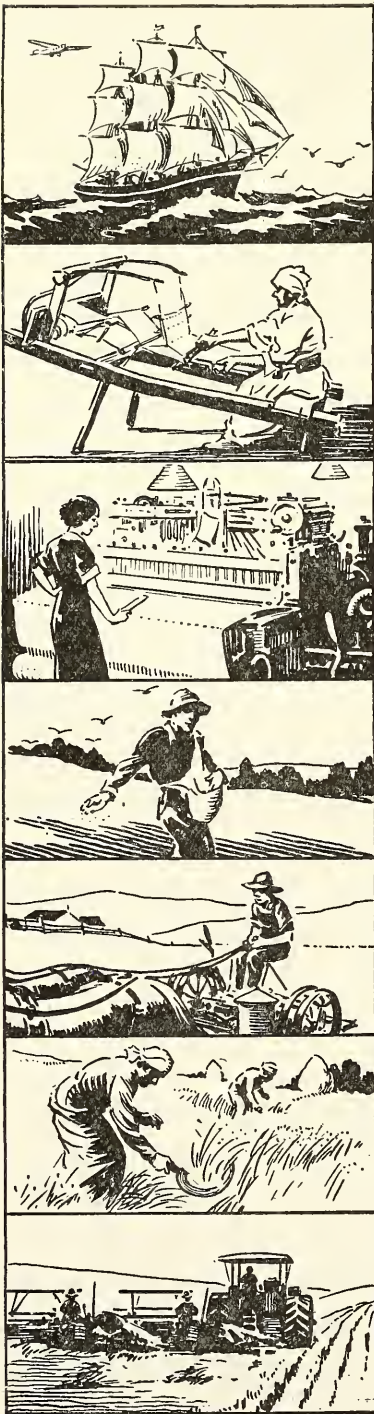
If the Brazilians buy motor cars and mowing machines or railroad tracks and steam engines in the United States, then they are exchanging their labor in an agricultural society for the manufactured products which are made by American labor. The reverse of this, in fact, is what happens whenever we buy rubber or spice or bananas from another country. Now if we use, as the commonplace necessities of our living, what other countries produce, are we not dependent upon them? And when they use what is made by Americans, are they not dependent upon us? Clearly this international trade is one form of division of labor — international division of labor.

Since the newspaper editor depends upon the baker for his bread and upon the butcher for his meat, since the banker depends upon the power plant for his electricity and upon the tailor for his clothes, we say that people are interdependent. When this interdependence exists between peoples of different nations we call it interdependence of peoples. The special arrangements of the affairs of different countries in their connection with each other make up that world of international relations which you glimpsed in the preceding chapter.

Debt to the Past. 1. *The Rural Economy of Early America.* One hundred and fifty years ago this story of the division of labor would have been much simpler. At the end of the American Revolution the people who lived in New York State did not know any means of transportation except the horse and the ox and boats propelled by hand-power or the wind. Distances were therefore very great,

and most products were bought and sold or bartered within a short radius. When George Washington was inaugurated President of the United States, the citizens of New York State were living in a rural society where each family was a self-sustaining unit which produced its own food and clothing, except in towns and even there to some extent. There was of course, some division of labor: there were shoemakers, blacksmiths, and tanners. But even they usually raised vegetables, and kept chickens and other domestic animals on the land around their homes. Even when wool and flax were not raised on all farms, the spinning of thread and the weaving of cloth was done in all homes. Imported goods like tea were usually luxuries, not necessities. In this rural economy each member of the family had his job within the family. His technical education was through practical experience at home or through apprenticeship to a neighbor who needed help. This very thorough practical training is rarely possible to boys and girls of today. The school direction which you have received in the practical arts such as manual training, home economics, and the like is our modern substitute for the training given every boy and girl in the self-sustaining family group of the eighteenth century.

2. *Industrial Revolution.* Soon after the French and Indian Wars, during the years when the American Colonists were protesting against the Stamp Act and various regulations of their trade, there was taking place in England what is known as the Industrial Revolution. The spinning jenny, which made it possible to spin several threads at a time instead of one, was invented in 1764. Looms for the weaving of cloth were run by steam-power in 1785. The multiplication of inventions and the building of factories where power-driven machinery was installed, followed. Thus work once done by hand at home with the aid of simple machines like the domestic loom or the butter churn, came

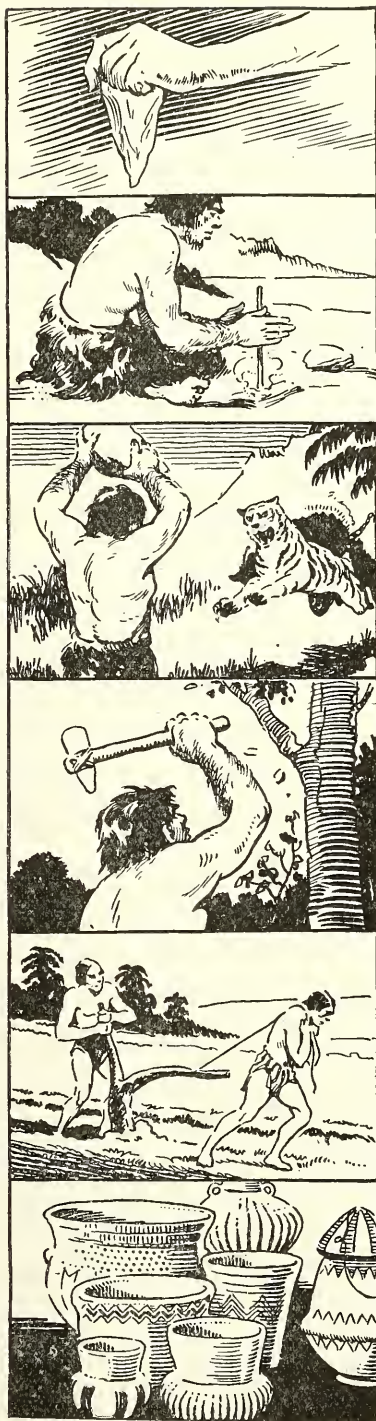


Here are shown some changes in living conditions produced by the Industrial Revolution.

to be done out of the home in the factory. This revolution took place in the United States toward the middle of the nineteenth century. Transportation by rail and by steamboat developed rapidly during the same period. The multiplication of inventions has continued to the present, and the rapid substitution of mechanical devices for man's labor is now called technology. The invention of new means of communication by airplane and wireless have brought the whole world nearer in time to New York than in 1800. When it has become possible to go by seaplane from San Francisco to Canton, China, in three days and a half instead of in three months, and when it is possible to go from New York to Cherbourg in four days and a half instead of the same number of weeks, the business of living in your town or city, wherever that may be, has become completely revolutionized. The conveniences of your daily lives, such as electric lights, running water in abundance, heat in the winter, and air-cooled public buildings in the summer, did not exist seventy-five years ago. Electric power, the telephone, good roads, the motor-car, the tractor, and modern agricultural machinery, which are now

taken as a matter of course, were unknown in the days of Abraham Lincoln. Yet these inventions of recent years are largely dependent upon the achievements of inventors and workers of earlier days. They are a part of the Industrial Revolution which has made our world different from that of the explorers and early settlers of North America.

3. *Man's Industrial Evolution.* The Industrial Revolution, however, is only the latest chapter in the long story of industrial evolution. Time was when men had no tools but sticks and stones, no clothing but skins of the animals they killed, no shelter but caves, or sheds made from boughs of trees. When this primitive man discovered that stones could be chipped so that they would cut through things, and that sharp stones fastened to a big stick with strips of hide made a weapon with which to kill animals either for food or in self-protection, he began to be superior to the animals. He also began, to a slight degree, to be superior to his environment. The use of tools by primitive man was, in fact, the important beginnings of man's industrial evolution. The life of man from the beginning was a struggle for existence. His success depended upon



Can you imagine life without tools? This picture shows some stages of their development.

his intelligence and his physical strength and prowess. Aboriginal man, called the savage, hunted and fished for his existence. The Indians living in the valleys of the Mohawk and Hudson rivers when the first white man came to settle there are examples of early man who had learned to domesticate animals. They had learned to build themselves houses, to weave blankets, to make baskets and pottery, and to do simple farming.

The Europeans who came to this country and conquered the American Indians had gone far beyond them in this civilizing process. Yet their own ancestors had begun their struggle for existence hundreds of centuries before without tools and without shelter. Remains of skeletons and stone implements which have been found in caves in Europe in recent centuries are evidences we have of how they lived. Scientists who study such remains are called anthropologists. They tell us that these primitive cave-dwellers had no weapons but stones and bones, and that they got their living by hunting and fishing. These very early men could overcome their animal neighbors because they used tools. But certainly we would not call such living secure or pleasant.

Remains have also been found that belong to a later time, or at any rate to a higher stage of civilization. Piles of earth in sheltered spots near river banks contain sharpened or chipped stones and broken pottery. Bones of animals have also been found which were not those of wild beasts, but were of such animals as men had been able to domesticate. We are told that these early peoples began keeping the young of wild animals and discovered that life was less uncertain when they had these animals in reserve to furnish food, or milk, or skins, than when they depended entirely upon hunting and fishing. This keeping of animals often caused men to wander from place to place in search of pasture for their flocks or herds. Yet this new pastoral life was more settled than the old hunting type of existence. Domes-

tication of animals upon which they could live was providing for tomorrow and tomorrow, year after year. Anthropologists have also found burial mounds of early peoples in Europe. These remind us of burial mounds of the North American Indians, for they contain weapons and bowls of grain and bits of clothing. From these remains it appears that the pasturing of animals was followed by the cultivation of the grains that had been found growing wild.

Thus the story of early man as the anthropologists have reconstructed it for us shows that first he was a hunter devouring what he caught whenever and wherever he could; that in his second stage he lived a simple pastoral life in which the provision for future food supply was in the day-to-day care of flocks; and that third, with the cultivation of grains the agricultural phase of man's existence began. The cultivation of grain meant a more permanent abode even than was necessary for the keeping of flocks. With this more settled abode came the opportunity to build a permanent home, to store food, to make utensils. Grave mounds reveal the development of man's skill. The earliest ones contain very crude pottery and stone implements, the later have grains in metal buckets of fine workmanship, as well as in pottery bowls with interesting designs. The cultivators of the soil had learned to work in metal. The metal utensils and the bronze spears and shields which have been recovered show that the ancestors of Europeans had progressed in the making of tools even as they had progressed in the methods of obtaining their food. They were no longer men of the Old Stone Age or even of the New Stone Age (chipped stone age); they had become men of the Bronze Age. The early Slavic and Teutonic peoples of Central Europe and the Anglo-Saxon people of England were men of the Bronze Age. From the time of these men to the days of the colonization of North America, the Europeans continued to increase their skills, to acquire property, to

organize themselves into groups which we call society, to trade and to explore the world and ways of living in it. They achieved much. They built the great cathedrals of Europe, and the palaces of Venice and Florence; they settled their outlying wildernesses with towns; they made books; they fought each other for land and for commerce; they developed governments. In short, they did all those things that made what we call Western Civilization.

4. *The Survival of the Past in the Present.* From these long past ages of human history the characteristic activities still survive, though largely in greatly changed form. People still hunt, but usually as a recreation. Inland fishing is now mainly a vacation pastime. Deep-sea fishing, indeed, survives as a source of food supply and a means of livelihood. But it has now become a specialized occupation which uses trawlers, harpoon guns, nets, and other tools which are the creation of our industrialized world. From the handicraft age a few arts and skills survive; in some remote sections of our state they are still a part of the routine of living, but in the main they have become recreational, like hunting and fishing. Fortunately many handicrafts — pottery and basket making, and the hand-weaving of fine fabrics — are being revived and cultivated by lovers of the beautiful and as arts for leisure time.

From the old pastoral age, however, we have more striking survivals. Agriculture and pasturage are still the bases of economic life in the United States. Our food supply — that is, our bread, vegetables, meats, and milk, etc. — comes from the land. Dairying, ranching, and animal husbandry are all industrial survivals from the old pastoral economy. In truth, if you are going to have milk and meat, pasturage is as necessary to you as it ever was to your ancestors. Yet all pastoral industries and all related industries which prepare and handle these foods for you have been much changed in recent years. Nothing could better illustrate the com-



Ewing Galloway

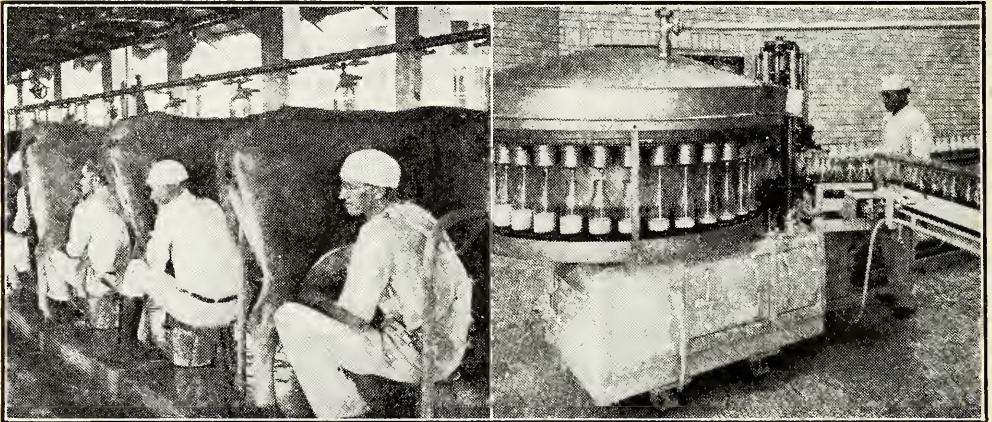


Ewing Galloway

Which of the ancient handicrafts can you do?

plexity of our present food economy than dairying. With its milking machines, its cream separators and butter factories, with its great vacuum refrigerator trucks which transport milk to bottling and distributing centers and guarantee rapid and safe handling, it has become a completely mechanized industry. In supplying food for man the industry still serves the same purpose as did the keeping of herds in the old pastoral age; in its organization and all its methods it is vastly different and belongs to our modern industrial world.

5. *The Contribution of Science.* Furthermore, the dairying industry offers the best possible evidence of the contri-



Ewing Galloway

Courtesy Sheffield Farms Co.

Who is responsible for the purity of our milk supply?

bution of scientific knowledge. Not only man's inventive genius but also the scientific knowledge which he has acquired in the last hundred years have been skillfully applied to the production of healthful food. Testing of the cattle for disease has resulted in the enactment of laws requiring pasteurization and sterilized handling of milk. This is particularly important to New York State, where the dairy herds are remote from the urban centers, so that milk in large quantities must be transported over great distances. Pasturage and the care of animals must be supplemented by agriculture to provide hay and silage for food during

the winter months. All these processes involve not only the use of machinery, but the assistance of other industries like the building and management of factories, and the manufacture and maintenance of motor trucks. The use of power-driven machinery involves also electricity, which is sometimes generated by the use of coal or of water power. The use of water power means that man has harnessed one of the greatest forces of nature to drive the machinery of his invention. And so it is that men, using the inheritance of a past, hundreds of centuries old, working not singly but working together in a willing interdependence in this industrial, scientific age of ours, have attained mastery over their environment. Thus it is that man can now control the production of food adequate in quantity and pure in quality.

Can you prove that agriculture is as essential to man's survival today as it was in the colonial days in this country? We are told that more wheat is raised to the acre now than a thousand years ago. Is this due to machinery alone? If insects destroyed grain or fruit in the days of Napoleon what could the farmers do about it? What can be done about it now? In agriculture is man more or less the master of his environment than before the Industrial Revolution? What machinery is necessary to help man master his natural environment? Can citizens who work in banks and factories help the farmer?

6. *Safeguards for Social Well-being.* Man's achievements in tool-making have been remarkable, we might almost say miraculous. His achievements in scientific knowledge have been equally great. Yet the benefits of this achievement do not reach everybody. Men are unfortunately sometimes careless or ignorant, selfish or deliberately neglectful. In order to be sure that the benefits of scientific knowledge in relation to food and industry shall reach everybody, men have developed social legislation. Law-making was once especially concerned with punishing crimes of violence or injuries, such as assault, by one man against another. Now law-making has the social respon-

sibility of providing regulations that require conformity to healthful methods of handling food, and preventing disease among plants and animals. Thus invention, scientific knowledge, and social regulation are all making their

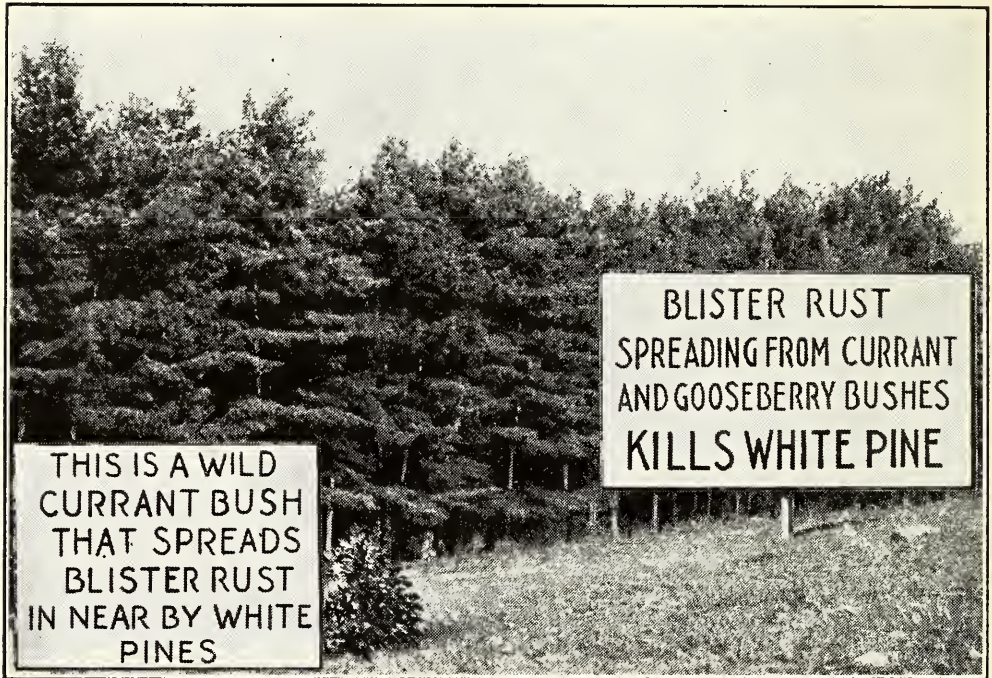


Photo by U. S. Forest Service

This picture of a thirty-year-old stand of white pine in New York State shows that government must consider the health of more than its people alone.

contribution to social well-being. Invention and scientific investigation are the responsibility of specialists, but social legislation is the responsibility of everybody. Social regulation or law-making is part of the business of government, and as such rests upon the individual citizen and voter.

In the production of ready-made clothing the social control is concerned not with the purity of the product itself, as in the case of milk, but with the healthful conditions under which men and women work who make the clothes. Law-making is very important in this connection. Laws should require cleanliness, light, and air in the factories; laws should guard against the work being taken out of the fac-

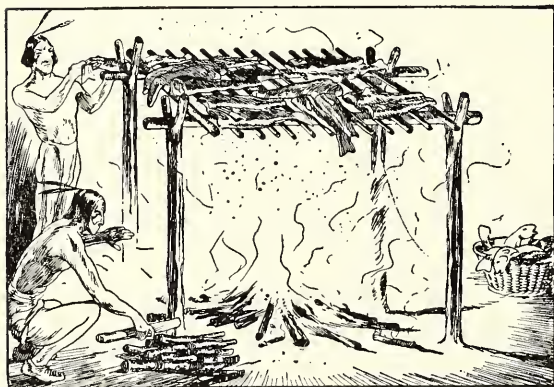
tories to be finished in homes, where there may be infectious or contagious diseases. The law-makers are also faced with problems of preventing factory employment of children who should be at school, and who should have also time for rest and play.

What is the present law concerning employment of children in industry? What does the proposed federal child labor amendment provide? Why is a federal amendment proposed; is state law not sufficient? Who objects to the regulation of child labor? Who desires it? Are there industries where it is not objectionable? What do you think about it?

All in all man has done much to make life safer and happier. He has learned much looking to the prevention of disease; he has devised forms of government for the better regulation of conduct and industry and for a wiser direction of public affairs. There are, however, many exceptions to the completeness of the picture. Protection of health based upon knowledge of science and social well-being is not always adequately assured. There are parts of the world, even parts of New York State, where rather primitive society still exists, and where the struggle for existence is very hard. Many people fail to find jobs by which they can earn their own living and do their share in the work of the world. There are many solutions suggested, and there is much debate concerning their value. It is your business, as it is the business of everyone, to think about all these things. Your attitude toward society and social well-being counts. The progress that has been made by human society is remarkable. Nevertheless, there is yet much to be achieved.

Importance of Every Man's Job. 1. *In Primitive Society and Now.* Primitive man surrounded by a hostile world of nature was impelled from the outside to protect himself. If he did not spear the fish with skill and sureness, he might have nothing to eat. If he did not catch extra

fish and dry them in the sun, as the Indians still do in the Thompson River Valley in the state of Washington, there might not be enough food when winter came. Today, as in Biblical times, the shepherds of the Balkans, the Nomads of Arabia, and the Mongolians of the interior of Asia must find pastures for their flocks and protect and care for the young lambs or they may find themselves without food or substance in the long winter or days of famine.



Indians smoking fish and meat. How do farmers preserve meat today in our state?

In our industrialized society the individual's responsibility for his own survival is not so plain as this. The impulse to achievement in a specialized occupation must often come from your belief that your job is important. There may be many firemen and many telephone operators. But

if nobody cared to be a fireman or tried to be an expert fireman, the lack of fire protection for our citizens would be a serious thing indeed. If no one cared to be an engineer, what would be the fate of our railways? In case of disaster and emergency, expert and efficient telephone, telegraph, and radio operators have been known to save the situation. From day to day, however, in your own living, your importance to society may not seem to you as clear as that of the individual in the smaller groups of more primitive society. Moreover, the routine character of the many machine-running jobs, or the fact that you may be only one of many copyists in the office of a large manufacturing plant, means that your business is more difficult if less dangerous than that of the savage. He was impelled from without to do his best in his struggle for existence. You must be impelled

from within by recognizing your own importance in the intricate society of your time.

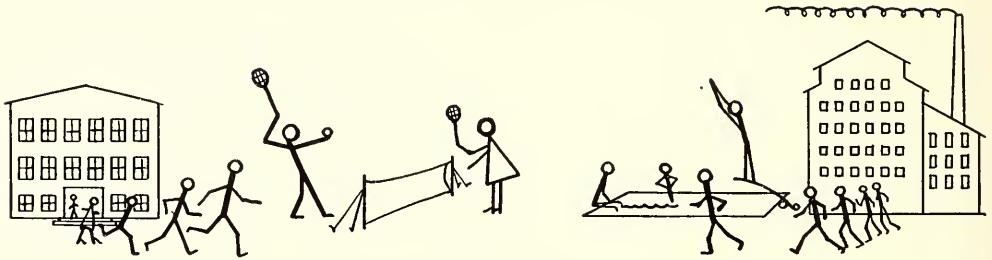
Characteristics of an ideal worker, together with "Ten Rules of Success," are listed on page 301. This is a suitable time to recall what you learned while studying Chapter XVII. Reviewing your notes may help you to remember. It is essential that you connect your information about "Choosing an Occupation" with the present discussion concerning the "Importance of Every Man's Job."

2. *Earning a Living and Living a Life.* In your present business of living, when your job is going to school, you have after-school hours in which to study lessons, get out-of-door exercise — tennis or skating — practice the piano or other musical instruments, or do something with your hands — weed the garden, make a toy boat, mend, or bake a cake. If you are diligent against dawdling, which is wasting time and accomplishing nothing either at work or play, you will discover that life becomes increasingly interesting.

The fact is, when you begin to earn your living you will have a double job. One is your vocation, the occupation by which you earn money and develop your abilities as a workman or technician. The other is your avocation, the occupation by which after your working hours you may vary your experiences and interest, and develop as a person. Both are essential to the business of living in our complex society where the division of labor restricts variety in many occupations until they become monotonous, repetitious performances, almost dulling to ambition.

The same problems face all adults. Even highly specialized professional work of a scientific nature, such as water analysis, as well as jobs connected with machine production, are very repetitious in character and involve a monotonous routine. So far we have spoken of workers in towns and cities. Those who are still a part of agricultural society may have variety of occupation from day to day or week to

week. However, their work, which is physical, needs to be varied with reading and music or any avocation which will widen knowledge and give new experience. There is one avocation which both urban and rural groups can cultivate to advantage; it is the continuance of the study of public affairs from day to day. It is the business of every individual to keep informed about public affairs. Only then can one be an intelligent voter, or add weight to the well-informed public opinion which is essential to democracy.



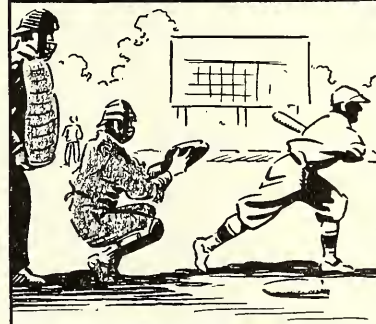
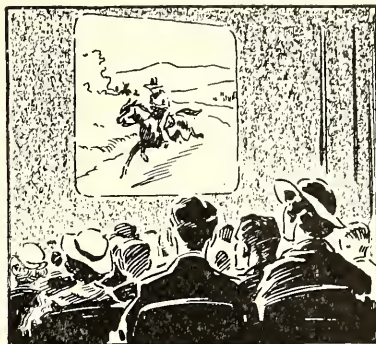
Recreation and work properly balanced make a well-rounded life.

Economic Security. Living intelligently is sometimes described as living a well-rounded life. On the one side is work and earning, on the other, recreation and spending. The spending of money, like the spending of time, brings the greatest return when carefully planned.

1. *Planning the Spending of Money.* Few people in the world who work for their living have as much time as they would like for recreation out-of-doors, for hearing music, or for reading. You must also choose what you will do with your money. Suppose you want a radio, and a telephone, and also wish to go to the seashore for two weeks in the summer but have not money enough for all these. Then you must choose. It often happens, however, that one person, A, who works the same number of hours and earns the same amount as another person, B, manages to do more interesting things and have more money for the theater or for vacation. The reason for A's more fortunate position may be found in the fact that A does not spend on little

things that are unnecessary. A may go without ice cream and candy and other articles which seem to cost little, and from such savings have money for a ticket to the opera or the Big League game. The best way to watch wasteful little expenses is to keep a cash account. But a cash account that is a long list of items and costs does not help much. However, if you classify your expenses to see how much you have spent for food, for clothes, for candy and soda, for carfare, for movies, and so forth, in the course of a month, you may discover that if you had spent less for some item costing five cents a purchase, you would have had enough to buy something you really wanted.

Keeping a classified cash account is the first step to making a budget. Making a budget means planning your expenditures. If you study your classified account month by month for several months you may discover where you could have saved on small expenses, or on extravagances like two extra pairs of shoes when you could have done with one extra pair. If you had not spent money needlessly you might have enough to buy a bicycle. On this you could ride back and



When recreation costs money you will need to balance the cost in terms of work with the benefits received. This can be done by keeping a classified budget.

forth to work, thus saving carfare, and also getting more of the exercise which you need. Your budget is not made, however, until you have found what is the smallest reasonable amount you need to spend for your lunches in the course of a year, what for your room rent, what for your clothes,



This is a savings bank at Utica. Is there one near your home?

what for your transportation. Then what is left beyond necessary expenditures you can save or plan to use for things you want very much.

2. *Saving.* Money that is set apart from current expenses is money saved. When you go without trifles in order to save, you are choosing to forego spending now in order to spend for something important in the future. That future enjoyment may be travel, it may be study that will fit you for a better position, or it may be recreational activity such as membership in a dancing class or a concert course. Such

careful planning of your money should make it possible to increase the educational, recreational activities which you wish to enjoy in your leisure time.

Saving for the future also means putting money aside for a "rainyday," for possible illness, or for your living expenses after you retire from the work-a-day world. Money that you wish to save, in order to spend it to better advantage in the near future, may be put in the postal savings bank where the United States government takes care of it for you and pays you interest. Uncle Sam will accept as little as one dollar at a time, and he will keep as much as \$2500 for you. The savings bank in your town will take larger sums and may pay you higher interest. If you can save regularly, Building and Loan Associations will let you take shares at as little as twenty-five cents a week. Money that the Building and Loan receives in this fashion it loans to people who wish to buy their own homes and cannot pay for them all at once.

3. *Insurance.* If saving is for a "rainy day," it may be in the ways already suggested. There are ways called insurance which are especially useful to those who have dependents — parents, children, or other members of one's family. Actuaries, who are specialists in the mathematics and statistics of life insurance, have kept records for long years to find out how many people per thousand inhabitants die at the age of twenty, twenty-one, twenty-two, and up to the nineties. If you are twenty years old, they can tell you how many chances in a thousand there are that you will die when you are thirty-five or forty-five. The insurance companies know how much you and hundreds of others whom they insure will have to pay every year for every thousand dollars of insurance. The companies have to know this so they can always have an ample fund from which to pay the amounts called for in the insurance policies of those who die, whatever their ages may be.

The best insurance companies chartered in New York State have devised many contracts for those who earn small salaries. When you are twenty years old you can begin your insurance by paying approximately two dollars a month. This will provide insurance for your family in case of your death at any age—or an income of \$10 a month for every month you live after you are sixty-five. The payments to insurance companies are called premiums, and these premiums increase with added years of age. However, once you are insured the premium rate of your policy remains unchanged.

Give at least two reasons why you should take out life insurance at an early age. How much per week do you think you would have to earn in order to keep up the payments on a thousand-dollar policy?

Could you begin an insurance fund when you start to work?

It is true that weekly payments are higher than yearly premiums, because it costs the company more for book-keeping and collections. But until you earn a fair salary it may be wiser for you to arrange your payments on a weekly or a monthly basis.

If at twenty years of age you earn enough to pay the insurance company eight dollars a month, you can have forty dollars a month for the rest of your life after the age of sixty-five, and insure your family for \$4000 in the meantime. After you have paid premiums for two or three years, you get dividends on the money paid in. Those dividends may be used to help you pay the premiums.

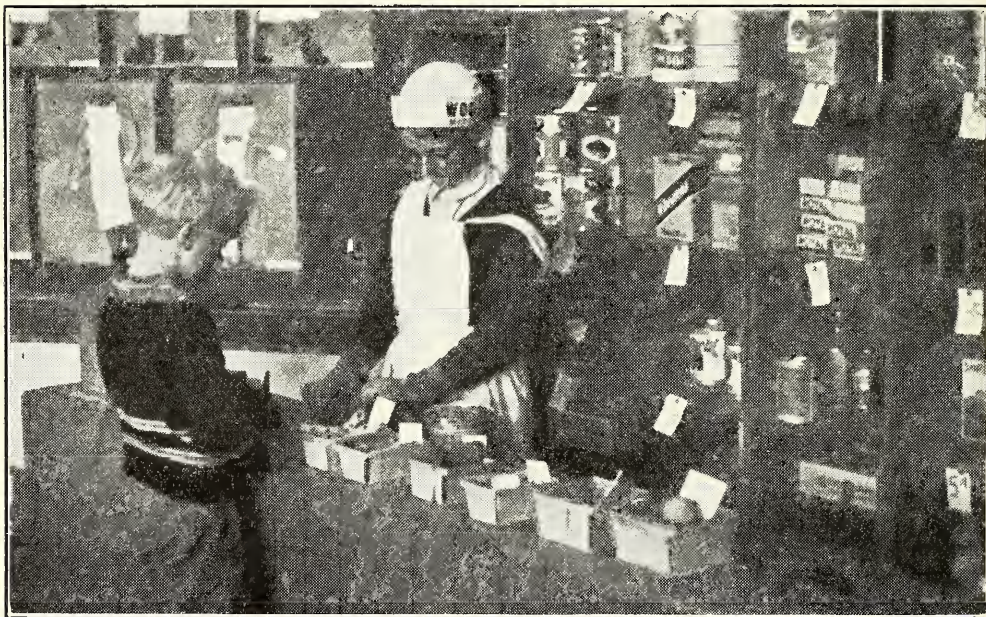
If you insure when you are twenty, and when you reach the age of sixty-five you wish what you have paid in, you can have it and much more. But if you have elected to receive this sum in monthly payments beginning at the age of sixty-five, and then should die at the age of sixty-eight, say, the insurance company will pay to your heirs or your estate the balance of the sum that you had not received in monthly payments.

There are other kinds of insurance, but the contract described above is the result of years of experience by the best companies. Details of such contracts vary with the companies. One company may call it "retirement income insurance"; another may call it something else. The name does not matter. But it is very important to know that for a very small sum you can and should begin your own insurance as soon as you have an income. This will provide protection for your family in case you die in middle life, and also will provide for you an annuity in monthly payments for later days. When you save in this way you are planning your earnings so that you have enough on which to live while you work and also have an assured income after you have retired from business. It is possible to have the insurance paid up and the monthly annuities begin at the age of fifty-five. But if you wish to plan for this, your yearly premium on each thousand dollars will cost you much more than the contract maturing ten years later.

4. *Pensions.* When you plan annuities for yourself, you are really planning a pension. Nowadays many business firms and corporations share the payment of premiums on "retirement income insurance." Sometimes the mutual sharing of such premiums is part of the contract between the employer and employee after the employee has proved his or her worth to the employer during a probationary period of employment. The provision for such pensions usually does not include insurance for your family. That you should arrange for yourself.

5. *Investment.* So far nothing has been said about saving money and buying bonds and stocks. Persons earning less than \$500 a year might better use the Building and Loan Associations, Savings Banks, and Insurance Companies. The risk due to lack of knowledge about the worth of stocks and bonds is too great for persons of small or moderate incomes.

6. *Budgeting.* If you wish to build up an estate — which means property upon which you live, through savings in the bank, by owning your house, by investment in industry through ownership of stocks and bonds, or by insurance — it can only be done by planning the income that you earn.



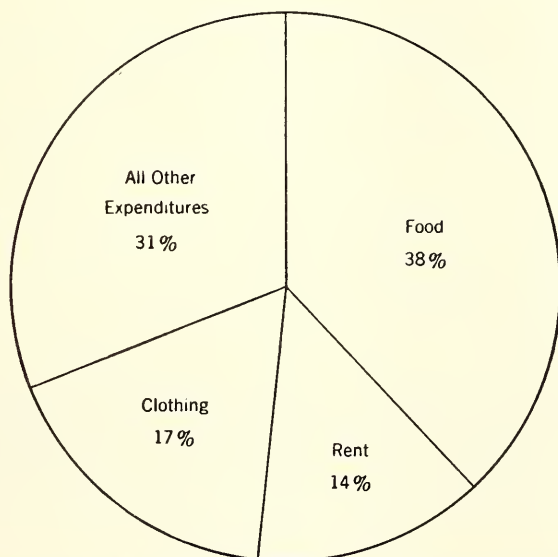
George Brewer

The value of money, the art of shopping, and the storekeeping business may be learned in the classroom. This picture was taken in a New York State school.

This is the business management of your private affairs, and it should be carried out on the same principles that apply to any successful business.

The business manager studies the quality and price of his purchases; he knows the cost of production, which compares with your cost of living. He calculates how much he can pay for rent, for materials, for manufacture or sale, how much for labor, and how much for advertising. In like manner you need to know where you can buy to advantage. Then by keeping records as suggested above you can learn how much each year you have paid for rent, food, clothing, carfare, dentistry, amusement, vacation, education, and so on. Then it is possible for you to draft a budget

which, like an automobile map, may be your guide. When expenses are less than the estimate, the saving means more for an emergency fund for you to fall back on when things are not going well with you. If you allow a monthly sum of \$5 for recreation, do not think you must spend it all



Suppose your income were \$20 a week. How much money would you have for each of these expenditures?

each month, for if you have money left over for a month or two, in the third month you may have enough to take a week-end trip that you have wanted for a long time.

The United States Bureau of Labor has had experts examine costs and expenditures throughout the United States. It advises, in general, the division of income shown in the circle on this page.

The following budget form is based on one that was made out by a member of the National Consumer's Advisory Board. A few items are entered to show how to use it. You fill in the "budget estimate" at the beginning of the month; the "total spent" and "balance or shortage" at the end of the month. The items of expenditures you enter from day to day as the month passes.

MONTH OF _____

	AMOUNT EARNED				AMOUNT SPENT		
	AMOUNT EARNED	BOUGHT ITEMS	RENT	FOOD	CLOTHING	MEDICAL CARE	PERSONAL CARE
Budget Estimate	\$	\$	\$	\$	\$	\$	\$
Total Spent . .	\$	\$	\$	\$	\$	\$	\$
Balance or Shortage . .	\$	\$	\$	\$	\$	\$	\$
Date of Entries							
July 1		Insurance					
July 1		Dress			\$9.95		
July 3		Tennis balls					

A married person who has a home and family can add columns with items such as fuel, allowance to children, automobile, music lessons, or whatever is a permanent kind of expenditure.

Do you think everybody should set aside some money to help the needy? Do you think everybody should give something to church or the welfare projects like fresh-air camps for newsboys? Do you count inviting a friend to dinner or to have a soda a "gift" or do you count it as "food"? Where are you going to include writing paper and stamps?

If you buy gasoline, you pay a tax on each gallon purchased; if you buy a pack of cards or cigarettes, there is a stamp on each package showing that you paid a tax which was included in the price. In New York City there is now a sales tax in operation. It might be interesting to see how much you pay toward the expenses of government, even though you may not own a house or land.

There is much talk about social planning. There is constant discussion about national budgets; national taxes, which are the source of income; and appropriations, which are the expenditures. All this is familiar to you because

		AMOUNT SHARED			SAVED
RECREATION	TAXES	CHARITIES	CONTRIBUTIONS TO FAMILY	PERSONAL GIFTS	INSURANCE, ETC.
\$	\$	\$	\$	\$	\$
\$	\$	\$	\$	\$	\$
\$	\$	\$	\$	\$	\$
					\$2.00
\$1.45					

you have already studied the financing of government in Chapter XXVII. In addition to national budgets, states have budgets, and cities, towns, and counties should have budgets, if they are to be businesslike. If individuals, like business firms, study their earnings and their expenses, they are showing practical intelligence about their business of living. In short, budget-making is the best approach to social planning for social well-being.

ANSWER BRIEFLY

1. What is meant by industrial evolution?
2. What is meant by the Industrial Revolution?
3. What is meant by division of labor?
4. Was there division of labor before the Industrial Revolution?
5. Was there division of labor in the self-sufficient family group?
6. What is the difference between interdependence of people and independence of peoples?
7. How did men of the Old Stone Age differ from men of the Bronze Age?
8. What is an avocation? What is the purpose of an avocation?
9. What is a budget?
10. What is the purpose of insurance?

11. What is an annuity? What is a pension?
12. What is the purpose of saving?
13. Review the questions on page 358. Reread the chapter which precedes these questions if you cannot answer them fully and quickly.

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

technology	industrialization	pastoral people
anthropologist	social legislation	rural economy
handicrafts	natural environment	mechanized industry
social planning	struggle for existence	social well-being
Bronze Age	nomads	interdependence of peoples

Suggestion I. Complete the table below in your notebook.

	TEN AVOCATIONS OF				
	CITY-DWELLERS	FARM-DWELLERS	TOWN-DWELLERS	TEACHERS	MYSELF
1.					
2.					
3.					

1. Do any avocations appear in more than one list?
2. When the avocations are similar or different, what are the reasons?

Suggestion II. In parallel columns, as indicated in the unfinished table below, list ways in which —

my life today

is similar to	is different from
what it would have been had I lived in the time of Columbus.	
1.	1.
2.	2.
3.	3.

What are the ways in which life about 1500 is thus proved to have been similar to that in the twentieth century? What are ways in which life was different?

FOR YOUR BULLETIN BOARD

1. Collect pictures of the life of people living in the world today that illustrate the survival of primitive ways of living. Locate on a map of the world the peoples who illustrate the survival of primitive economies.
2. On a map of the world show the sources of the raw materials from which automobiles are made. Or, if you prefer, take the telephone in the modern home instead of the automobile.

CAN YOU ANSWER THESE QUESTIONS?

1. Does the change from an agricultural to an industrial society always involve hardship and conflict? What answer to the question is suggested by the American Civil War, by present-day China or India, by the Russian Revolution?
2. Does political change always accompany economic and industrial change? What does the French Revolution show? What does the increase of commerce due to exploration and discovery about 1500 show?

FOR YOUR INDIVIDUAL CONSIDERATION

CARGOES¹

Quinquireme of Nineveh from distant Ophir
Rowing home to haven in sunny Palestine,
With a cargo of ivory,
And apes and peacocks,
Sandalwood, cedarwood, and sweet white wine.

Stately Spanish galleon coming from the Isthmus,
Dipping through the Tropics by the palm-green shores,
With a cargo of diamonds,
Emeralds, amethysts,
Topazes, and cinnamon, and gold moidores.

Dirty British coaster with a salt-caked smoke stack
Butting through the Channel in the mad March days,
With a cargo of Tyne coal,
Road-rails, pig-lead,
Firewood, iron-ware, and cheap tin trays.

— John Masefield

¹ From *Salt Water Ballads*, by John Masefield, reprinted by permission of The Macmillan Company, publishers.

1. What three stages of navigation are recalled by this poem? Does it tell you anything of the industrial life of the same three ages? Was there more poetry in the trade of Nineveh and Spain than of modern Britain?

2. Did the American Indians have vocations and avocations? Would you prefer a life like theirs or your own?

3. Is there any division of labor involved in your father's business?

4. Do you think avocations are always play? Can play be an avocation? Can you get satisfaction out of play if you dawdle about it?

5. Suppose you have an allowance of 25 cents a week which you spend for movies and a soda and you want a sweater that costs a dollar. It will take four weeks to save enough to buy the sweater if you go without both sodas and movies. Perhaps it will take eight weeks if you alternate the items on which you save. Would you prefer to enjoy whatever your money can buy from week to week? Or will it pay to go without present enjoyment for future enjoyment? In other words, will it pay to go without either movies or soda until you save the dollar for the sweater?

FOR DISCUSSION

1. Is it too much to expect wages to be high enough and working hours short enough for everybody to live a well-rounded life?

2. Short hours of work and high pay for everybody would not necessarily mean a good life for everybody. Why not? What must be added? Would keeping a budget help? Would a hobby help? Would properly chosen food help? What else do you think would be necessary?

3. Do you think it is better for the government to provide a pension for all workers at the age of 65, or for workers and employers to contribute jointly to a retirement income fund? Should the worker do it all? Should the state help? If the state helps, who really pays the bill? Is economic security a private or a social responsibility?

WRITTEN WORK

1. Write an account of the people and industries that contributed to your breakfast this morning.

2. Write an essay proving or disproving the assertion that the daily newspaper is evidence that life in the twentieth century is different from that of any other age.

CHAPTER XXXI

The Benefits of State and Local Government and the Business of Maintaining Them

The Chapter Message

1. *Local government in New York State today is an inheritance of old forms which originated with the Constitution in 1683.*

2. *Forms of government should be made to fit present conditions.*

3. *Costs of government can be cut by lessening officers and reducing the overlapping of offices.*

4. *The management of local government is the public business of the people of the state. It should be done efficiently and economically.*

5. *Reform in government should be undertaken only on the advice of experts.*

6. *The management of all local taxes through the office of the county treasurer would simplify the collection of taxes; it would also lessen the costs of collection.*

7. *The consolidation of schools of neighboring districts in a central school means better education for the pupils at lower cost to the taxpayer.*

8. *The Education Department of our state plans for the health education of the pupils as well as for book learning.*

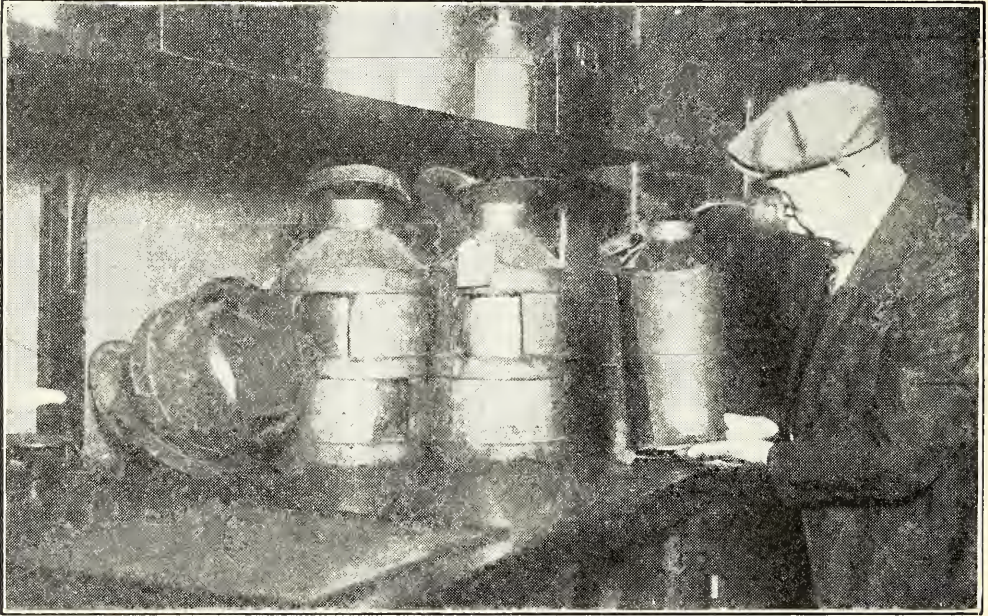
9. *The Education Department coöperates with the Mental Hygiene Department.*

10. *The punishment of the criminal is not as important as his re-education to good citizenship.*

11. *Safeguards to the worker at his job, in case of illness and old age, are the business of the Department of Labor.*

12. *Recreational opportunities as well as education and health facilities are legitimate objectives of government.*

Present Methods of Government Are Survivals from the Past. If you should suddenly discover that there were



Keystone View Co.

This man is inspecting containers to find if their contents is as great as is legally prescribed. These 5-gallon cans actually held only 3 gallons.

laws in New York State that required you to make your own butter, to wear clothes like those worn in the time of the Declaration of Independence, and to travel from one town or city to another in a stage coach or other horse-driven vehicle, do you think you would object? Something almost like that is what is happening in the local management of public affairs, which we call local government.

1. *Origin of Town and County Government.* The towns that were settled in New York State in the early days were remote from each other because means of communication were poor. Each town regulated its own life. The towns

were small and not very wealthy, and they wished to be economical. For that reason those near to each other combined for certain joint services. The agency for performing those services was called the county. The county regulated weights and measures that were used in trade; it was a county officer who saw to it that the yard-stick for measuring cloth was full measure. The counties now regulate the size of a bushel basket, and see to it that the butcher's scale gives honest weight. Yet there are sixty-two counties in New York State today. This means that there are sixty-two sets of officers testing weights and measures within the state. Since it is now easier for people in Kingston on the Hudson to buy goods from near Potsdam than it once was for the people of Kingston to buy from the people in Oneonta, there are those who believe it would be reasonable to have all weights and measures standardized by the agents of the state.

Do you think it would be wise to have fewer officers in the state to inspect weights and measures in order to cut down the cost to taxpayers? Would it be better to have all inspectors under one state authority even if it cost more than it does to have them under the counties? Should it be done the way it will give the most jobs or the most economical way?

From early days the care of the poor who had no homes and no relatives and were unable to work was considered to be the responsibility of each town. But there were not a great many poor in each town; therefore, to save in the cost of constructing homes for them, neighboring towns of a region took care of their poor jointly through the county poor farm. Likewise towns then, as now, sometimes needed a coroner to examine persons who died suddenly, or without an attending physician. The coroner's business was to tell whether death was due to natural causes or to violence done by man. But since each town did not need a coroner of its own, several towns employed the same man, and he became a

county officer. The same arrangement exists today. As time went on new functions of government were necessary, such as supervision of water supply and sewerage, and new officers were added here and there.

2. *Innovations in Local Affairs.* Quarantining of scarlet fever and other health regulations, which have developed in recent years, are sometimes made the business of the town,



Charles M. Rowe

Institutions like the Monroe County Home and Hospital at Rochester must be maintained. Some of them are supported by the state, some by the county, or city, and some by private charity.

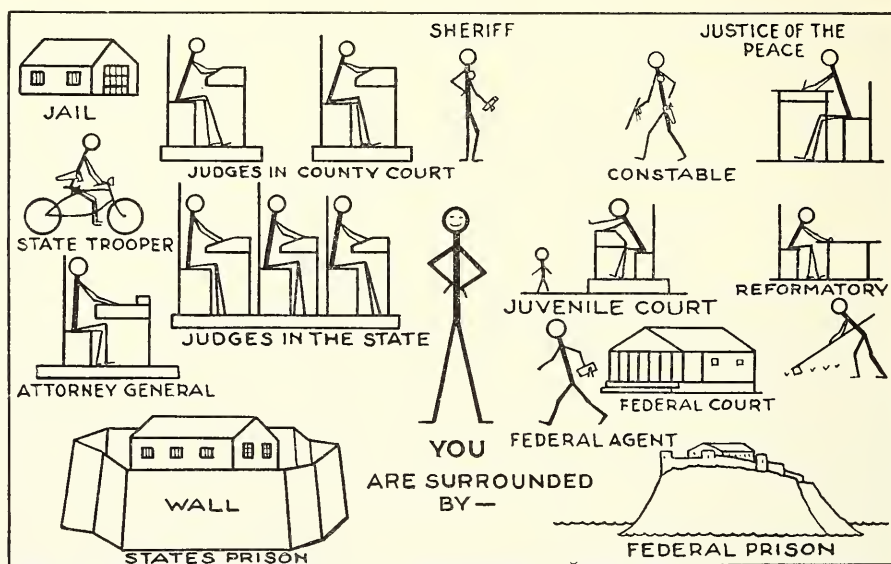
sometimes of the county. But if your uncle should develop tuberculosis, your family physician could enter him in a special county hospital. Sometimes when counties are thinly populated and poor, the state provides the hospital for that district. Large cities have their own hospitals. But in general, county authorities are responsible for the treatment of tuberculosis throughout the state. If, on the other hand, the grandfather of your neighbor should lose his memory, he would go into a state institution, since the care of mental illness is under state authority. Moreover,

if you live in low swampy land where there are many poisonous mosquitoes, you can appeal to the officers of the mosquito district for help to exterminate the pests. These districts are under the county. The town and village take no responsibility in such matters. All these health services of the state and county were undreamed of in the days of Thomas Jefferson, when town and county governments were being established.

As towns have become large cities, they have received charters from the state, and although they are within county boundaries, they are responsible to the legislature of the state. New York City, of course, is an exception to most rules. It extends into several counties, and what is known as the metropolitan area includes five counties. Cities are empowered to manage their own affairs more extensively than are the towns, which, so far as the machinery of their government is concerned, still live according to the ways of the eighteenth century. Sections of towns, however, that wish to manage their own affairs, such as improving their sidewalks, or developing parks with tennis courts and swimming pools, can get charters from the towns and become independent centers of good civic housekeeping. Altogether, local government as it exists in New York State today is like a much patched garment that was woven long ago.

3. *Police and the Courts.* If a man breaks into a store in a town and steals the money in a safe, or if he shoots and kills a man in his attempt to escape, he is breaking a state law, not a town law, for town law has only regulation of local public business, like fire protection. If caught by the police officers of the town, called constables, he must be turned over to the sheriff — the police officer of the county — and detained in the county jail. After the prisoner is accused formally by the grand jury he is tried in the county courts, unless he is accused of murder — then he is tried in the

Supreme Court. This is because the towns have no jurisdiction over serious crimes and misdemeanors which are violations of state laws. The county is really the arm of the state. The courts of the county reach the people of different sections near their homes in most cases and save them the



Why are these forces of the law surrounding every person in our state?
Do they really restrict or enlarge individual liberty?

expense of going to the capital of the state except in cases of appeal. If the defendant in a county court wishes to be tried again because he thinks the county court has been unfair in condemning him, he can ask for a new trial in the Supreme Court which meets in nine districts throughout the state. But if appeal is made from the Supreme Court Division, the case must then be tried in the Appellate Division, which is composed of four departments throughout the state. The court of last resort, or the highest court in the state, is the Court of Appeals.

In the cities there are police courts presided over by police magistrates. These deal with violation of traffic rules and other minor statutory offenses. Cases involving damage to property may be taken to the city court unless the money

value is very great, then they are taken to the county court or to the Supreme Court.

Other courts exist that have special jurisdiction, like the Surrogate's Court, and the Court of Claims. The Surrogate's Court has to do with such matters as the quarrel of sons, daughters, and other relations over how much each shall have of the property of someone who has recently died. The state Court of Claims is to settle disputes involving sizable financial payments between the state and the individual. In recent years courts have been set up for the discipline of unruly boys and girls who steal or destroy property belonging to others. These new Children's Courts, or Juvenile Courts, have been attached to the county courts.

But if a man should be caught passing counterfeit money, whether in a town or city, he must be accused and tried in the United States courts, for the United States mints our money and makes the laws against counterfeiting. The state courts have jurisdiction only over the laws made by the state legislature; they (the state courts) also apply and enforce federal laws in civil cases.

How many kinds of laws do you live under? Do you think that this overlapping of jurisdiction is necessary? Could the justice of the peace in the town replace the judge in the county court? Could the judge in the county court attend to the business of the justice of the peace? In which group of laws do you find those called social legislation? Constables and sheriffs, courts and judges, you know, existed in the days of Queen Elizabeth. Would you try to get rid of them because they are old fashioned? Or would you hold them sacred? Do you think laws and regulations and the procedure of courts should be kept as they were made, or changed enough to fit special conditions that have developed because of the Industrial Revolution and the character of modern living? Is the juvenile court such a modification?

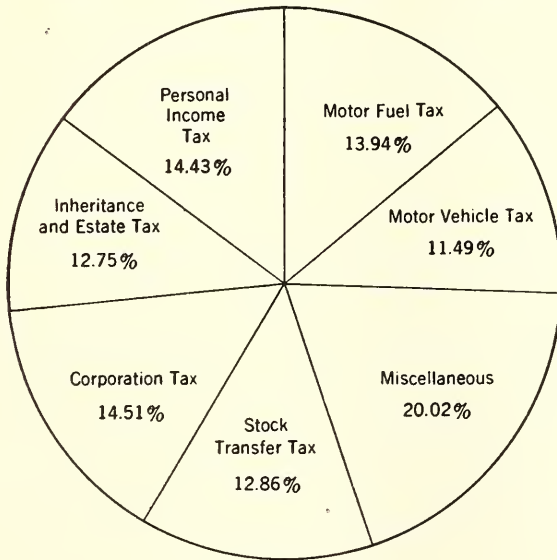
The Cost of Local Government. All this overlapping of jurisdiction is very confusing. It is also very expensive.

Each town, each city, and each county has its set of officers to support. In the metropolitan area, where New York City is the center, the boroughs of Manhattan, Brooklyn, the Bronx, Richmond, and Queens each have their own set of officials, and the cities and towns within the counties each have theirs. The holders of public office, almost as numerous as an army, must be supported by the taxpayers or property owners of the region.

1. *Sources of Revenue.* Each town and each county can say how much tax shall be paid by each resident who owns a house or land within its jurisdiction. This is called assessing the direct property or real estate tax. Each city and village can do the same. Then the school districts, which do not always coincide with the towns, assess and collect another set of taxes, independent of all other town, city, and county taxes. The city assesses its own school tax.

In addition, all these units of government can also borrow money. A county can borrow for a new court house; a city can borrow for a new garbage incinerator or a sewage disposal plant. If such things are done, taxes must be increased to pay the interest on the debts. In practice, towns, cities, and counties usually spend more than their incomes. Hospitals for the care of tuberculosis are expensive, and laboratories for the making of vaccines and the studying and testing of diseases of plants and animals, where they exist, are too costly to be borne locally. New bridges and hard-surface roads are a benefit to trade and communication for people generally, as well as for the locality. For all these reasons and more, the state, like a parent, helps out on local needs. It gives aid to towns and counties for the building of highways. It builds the bridges and sees to the upkeep of canals. It gives assistance to the health units, hospitals, and laboratories, and even contributes to the county fairs, held in the harvest season.

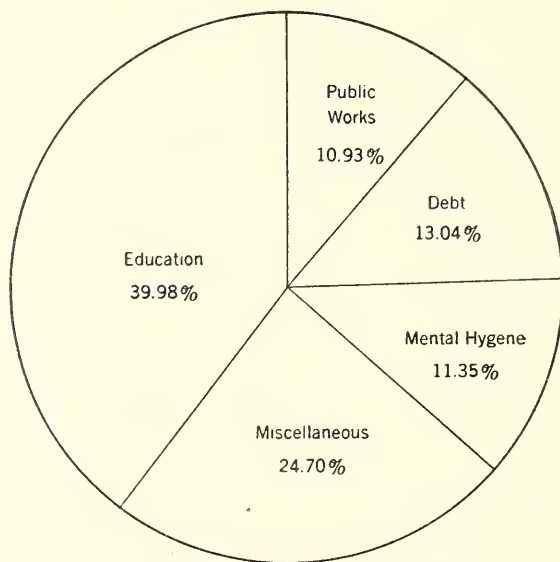
2. *Where the State Gets Its Money.* About one fourth of the revenue of the state comes from taxes on incomes and on large inheritances, and another fourth from direct taxes, like the tax on gasoline and motor vehicles. Another fourth comes from taxes on corporations and the buying and selling of stocks and bonds. The remainder, about a fourth, comes



from miscellaneous sources, such as fees for the organization of new corporations and the tax on insurance premiums. The circle above illustrates the statements just made. These figures are based on the fiscal year, 1933-1934.

3. *Where the State Spends Its Money.* The largest item in the state budget, or 39.98% of the whole, is for education. The fourth largest expenditure, or 10.93% of the whole, is for public works, including roads, bridges, waterways, and the public buildings of the state. Mental hygiene ranks second in importance; it costs even more than public works. Then 13.04% goes to pay interest on the public debt, which has been made by borrowing for public works and social welfare. The remainder, 24.70%, must support the general running expenses of the government, including courts and the executive departments. It pays for prisons and

reformatories and maintains the work of the conservation of the natural resources of the state, the health service, and investigation and regulation of labor conditions. It also provides for the supervision of banking and insurance companies, as well as for other miscellaneous items which are involved in the business life of its citizens.



The circle on this page shows that the appropriation for education takes more than all of the income from the inheritance taxes, the stock transfer tax, and the motor vehicles tax. Income from the corporation tax is about equal to the expenditure for the interest on the public debt. The motor fuel tax more than pays for the cost of public works. The personal income tax is nearly all absorbed by the cost of caring for the mentally handicapped. The balance, and the 20.02% that comes from miscellaneous sources, must pay all the other expenses of government.

The state income is shared with the local units on various bases of apportionment. The beverage tax is in proportion to the population, the motor vehicle tax in proportion to the number of motor vehicles, the mortgage tax in proportion to the number of mortgages. The revenue from domes-

tic banks is returned to the localities, but the income from foreign banks is kept by the state. The taxes on business corporations are returned to the counties in proportion to the property of the corporations in the counties. These arrangements appear to be logical. The gasoline tax, however, is returned to the counties in proportion to the unimproved roads; thus the county that has the poorest roads, not the one that has the most traffic, gets the largest grant for road building. But there is no guarantee that this money will be spent for roads. Therefore if the county's share of the gasoline tax is not spent for roads and the roads remain unimproved, the county can continue to draw financial aid from the state in proportion to its unimproved roads. By devices such as this and others, it happens that one New York county gets 95% of its income from the state. This is the most extreme case; nevertheless, many counties are receiving the larger part of their income from the state.

4. *Apportionment of State Income.* The counties, on the other hand, sometimes get unfair treatment from the towns, because if a town collector or receiver of taxes does not succeed in collecting the taxes that have been assessed, the county treasurer becomes responsible for their collection. The reason for this is the fact that the county, not the town, has the right to sell property for delinquent taxes. Moreover, if the county does not succeed in collecting the face value of the assessed taxes, the county must pay the whole amount to the town. Westchester County is the one exception to this rule. There the towns may sell property for delinquent taxes. This financial burden for unpaid town taxes is especially heavy in the western part of the state, in the region around Buffalo, where the assessed valuation of town property has been very high.

There is, however, a reason for highly assessed valuation. First, a town may be ambitious to have town improvements so that the town may make a good appearance and be up

to date. But in the second place, it has been arranged by the state that personal income taxes will be returned to various local units in proportion as the assessed valuation reaches the full valuation. Thus the higher the assessed valuation, the larger proportion of the income tax paid in that locality will be returned to the locality.



The New York State Capitol at Albany.

5. *Proposed Reforms.* It is the belief of the State Tax Commission that the tax collection as well as assessment should be centralized in the county. When it is so centralized it might be possible to reform both the methods of assessment and the methods of collection. Now, there are town collectors, school district collectors, and county collectors, all collecting from the same people. Moreover, the state also expects the county treasurer to collect for it all the unpaid utility taxes. In fact any tax that is based on real property must be collected locally. There is one more

complication in the matter of taxes that must be noted. The state pays taxes to the counties in forest reserve lands in the forest reserve districts. It also pays taxes in fifty-nine school districts.

Studies have been made of tax collecting in ninety-one counties, distributed through twenty states of the United States, and it has been found that the costs of tax collection by county treasurers is in general the most economical to the taxpayer. But the lessening of taxes and reforms in the collection of taxes ultimately involves reform of the whole organization and practice of local government. It is for this reason that the expert recommendations of the New York State Commission for the Revision of the Tax Laws for 1935 are entitled *Reorganization of Local Government in New York State*.

Organization of Our Government. 1. *State Government.* The government of the State of New York in its relation to the government of the United States is the same as that of Oregon or Louisiana. The principles of its organization, the fact that it has a governor, a legislature, and courts, you have already discovered in Chapter XXV, entitled "State Government."

Review the questions on page 461, applying them to the practices of the State of New York. Review the notes that you made when you carried out Suggestions IV-VI on page 462. Review the questions in Suggestion II on page 466. Draw a map of the State of New York showing the divisions for the federal district courts. Put the county in which you live into the federal court district where it belongs.

2. *City and Town Government.* You have studied the principles of town and city government in Chapter XXIV. There you found types of city government analyzed. The charts on pages 437 and 438 should be studied again.

Which chart describes the government of your city? Which do you think should describe it? Review the map of your state which you made according to Suggestion I on page 436. Sketch

into it the counties that are adjacent to the counties in which you live. Locate your own home, and your school. Draw the boundaries of your school district. Is there a mosquito district in your county? Do you live in one? If so, put in its boundaries. Is there a forest fire protection district in your county? Do you live in one? If so, put in its boundaries.

Are the townships in your state rectangular like the diagram on page 439? Review your notes which answered the questions on pages 439-440. What statements would you now change or amplify?

3. *Town Government Reform.* You have had much evidence that you are living in a time of change. Invention, science, and social legislation have made our world into something different from what it used to be. Reform in the machinery and methods of government should keep pace with the times and be made suitable for the administration of our public affairs in the present. One achievement in this direction is the Kirkland Act which became effective January 1, 1934.

The purpose of this law was the improvement of government in the towns. It divided them into two classes: those having a population of 10,000 or more, which are called first-class towns, and those having a population of less than 10,000. (All Westchester County towns are first-class towns, and all towns in Suffolk and Broome counties may, if they so elect, become first-class towns. In addition, towns anywhere in the state which have 5000 population or more may, if they elect, become first-class towns.)

In all first-class towns the supervisor and four town councilmen compose the town legislature, which is called the town board. They are elected for four years. The town should have as many councilmen as there are wards; if there are six wards there must be six councilmen. The town clerk, who keeps the records, is elected for two years, as is the superintendent of the highways. The two justices of the peace and the receiver of taxes and assessments are

elected for four years. The other offices of the town are to be created by the town board to review the assessment of taxes and appoint the assessors. It may establish a police de-

*E. C. Orbist*

City Hall at Buffalo, New York.

partment and appoint police to take over the powers of the former constable, who arrested violators of local ordinances and presented them to the justices of the peace.

Thus one important change made by this law is that in first-class towns the legislative and judicial powers are separated. The justices of the peace do not serve on the town

board, but special councilmen are elected to that position. Since the board need not be made up wholly of lawyers, the town may profit from the advice of business men, if they are elected.

There are other differences between towns of the first and the second class. A very noticeable one is that citizens of the second-class towns elect three assessors of taxes and one collector, while the first-class town elects only a receiver who has appointed assistants. First-class towns are expected to have budgets, and the town board is to audit all bills. In both first- and second-class towns more responsibility is placed on town boards than formerly, for after the abolition of water commissioners and sewer commissioners, the districts are operated by the board. Fire commissioners still control fire districts, but no longer make ordinances. Businesslike management, an objective of good government, is made more probable by the Kirkland Law than it was before 1934.

If you live in a town is it a first-class town? Who is your supervisor? Who are your councilmen, and who are your justices of the peace? Who is your constable? Would you like to run for office when you become of voting age? If so, what office? Do you think towns should become incorporated villages, retaining control of water, sewerage, fire-protection, and community house-keeping, and leaving police and judicial matters and highway supervision to the counties? Give your reasons for your answer.

Reform in Government, Proposed or Under Way. The United States Office of Education has been advocating the consolidation of small school districts into larger ones. With modern buses on good roads it is possible to collect children from the country districts and bring them into the large, well-equipped schools of central school districts.

1. *Central School Districts.* The Cazenovia Central School District is made up of what were originally nineteen small school districts. It serves a radius of about ten miles.

A new \$300,000 building was erected in Cazenovia in 1928. Eleven small schools were closed and the children were taken daily by bus to the Central School. By now (1935) all but three schools in the area have joined in the project. The children going to the consolidated school have the advantage of a modern school — a kindergarten, four years of home

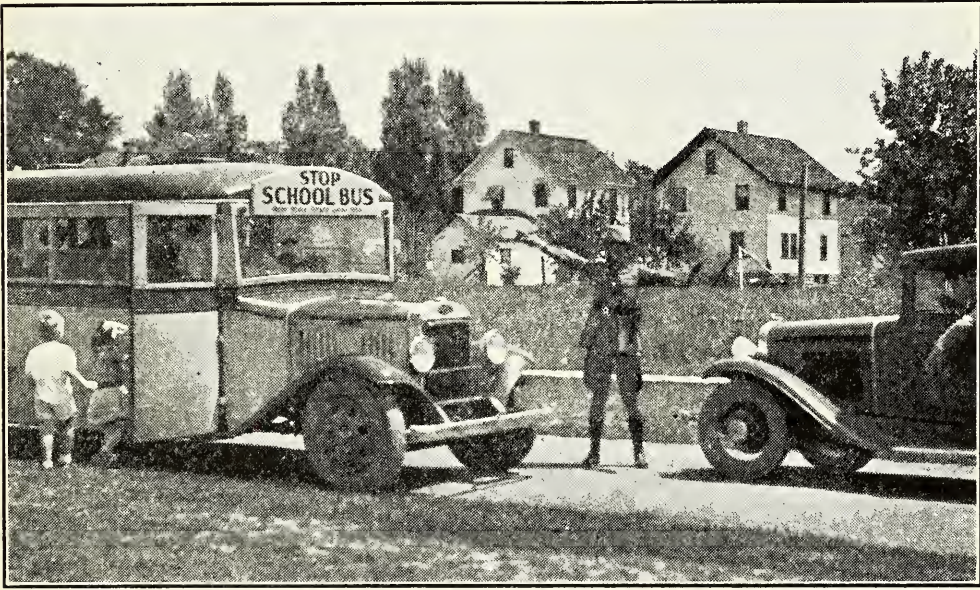


Photo by G. E. Matthews

The use of modern buses over good and well-policed roads makes consolidated schools possible. What agencies maintain the road, the bus, and the policeman shown in the picture ?

economics, a four-year commercial course, agriculture, two years of shop work, science laboratories, music, art, physical training. They have the service of a trained nurse.

All this has cost less than the old system and has come to serve more pupils as well as serving them better. The following figures will indicate the benefits. In 1928 there was an attendance of 450, in 1935 of 823 ; in 1928 there were 29 rural teachers ; in 1935, 38 teachers were employed. The tax cost averaged \$11.10 a thousand in 1928 ; in 1935 it was \$9.00 a thousand. In Waterville the consolidated school replaces ten school districts, each maintaining a one-room, one-teacher school. The pupil attendance is 706, with 31

teachers. The cost has been cut from \$13.65 per thousand in 1930 to \$9.00 per thousand in 1935.

Are you in a consolidated school? If so, how many schools did it replace? How many pupils are there now? And how many teachers? Are there more or fewer teachers now than formerly? Does it cost less or more now than before consolidation?



Cresswell Air Photo

Many sections have fine consolidated schools such as this one at Waterville.

2. *The Fearon Amendment.* The New York State Commission for the Revision of the Tax Law has made many suggestions which concern the management of public health, the construction and maintenance of highways, and the control of crime. The Commission has recommended measures to get rid of unnecessary officers and the overlapping of duties of town, county, and state. They believe that now that the world is smaller because of improved methods of communication, the units into which the state is divided should be larger. They have pointed out that the county already is doing many things that were once done by towns and that are still being done by towns even though the

county is now also doing them. They therefore advocate that the towns leave all duplicated activities to the counties.

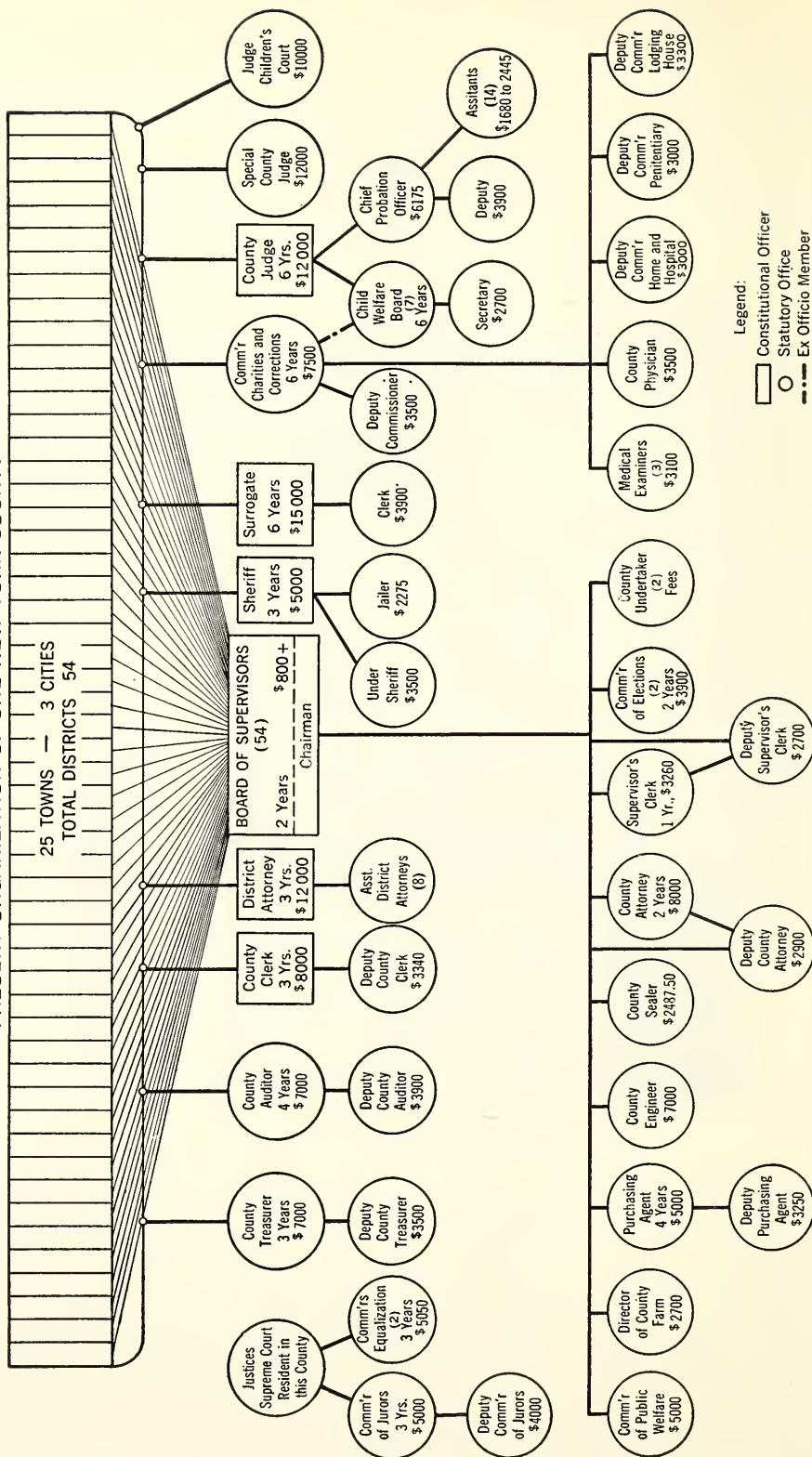
Any change in the function and organization of government can be achieved only by an amendment to the state constitution. Such an amendment, introduced by Senator



The State Office Building at Albany.

Fearon, has been passed by two legislatures (as required by law), and, as this chapter is being written, is about to be submitted to the voters of the state in the 1935 election. It is in harmony with the recommendation of the New York State Commission for the Revision of Tax Laws, and is in effect what they advise. When you read this book, the Fearon Amendment may or may not have become law; in either case it is important to you, since it is based on a

PRESENT ORGANIZATION OF ONE NEW YORK COUNTY



Legend:
 □ Constitutional Officer
 ○ Statutory Office
 --- Ex Office Member

principle that many people believe in. It holds that we should reduce the number of our local government units, and that we should demand that every unit of government study its finances and make a budget.

These principles in general have already been set forth in Chapter XXIV entitled "Local Government," a review of which is very important.

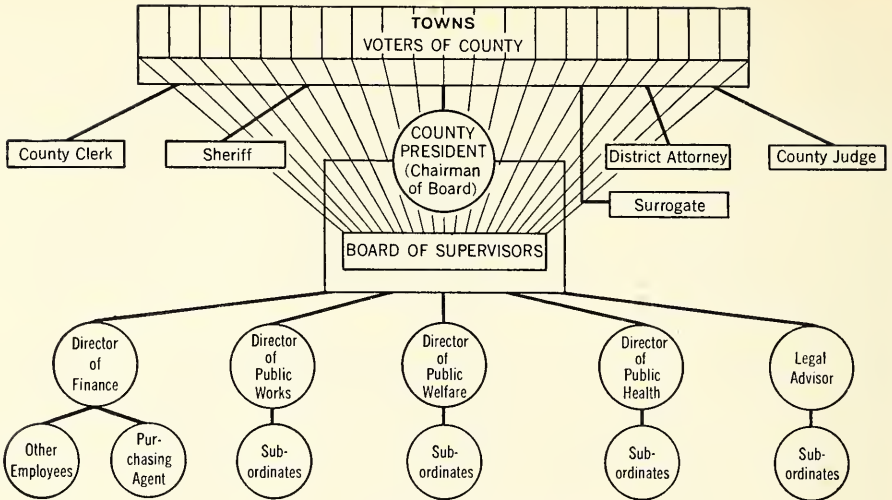
The purpose of the Fearon Amendment was to enable each county, that should so elect, to choose its government from a number of forms which should be suggested by the legislature of the state. The Commission recommends that all these forms should embody the principles that the Board of Supervisors be the legislative body of the county and that an executive be created to administer the business of the county. They offer plans providing for fewer officers for counties with less than 100,000 population than for counties of over 100,000. They also suggest that the executive may be chosen by the voters or by the board of supervisors. They have even suggested a "county manager plan" which is not unlike the city manager plan.

The chart on page 604 describing the governmental machinery of one county in the state in 1935 shows the multiplicity of its offices, the lack of proper executive supervision, and the looseness of organization which leaves administrators without responsibility to anybody.

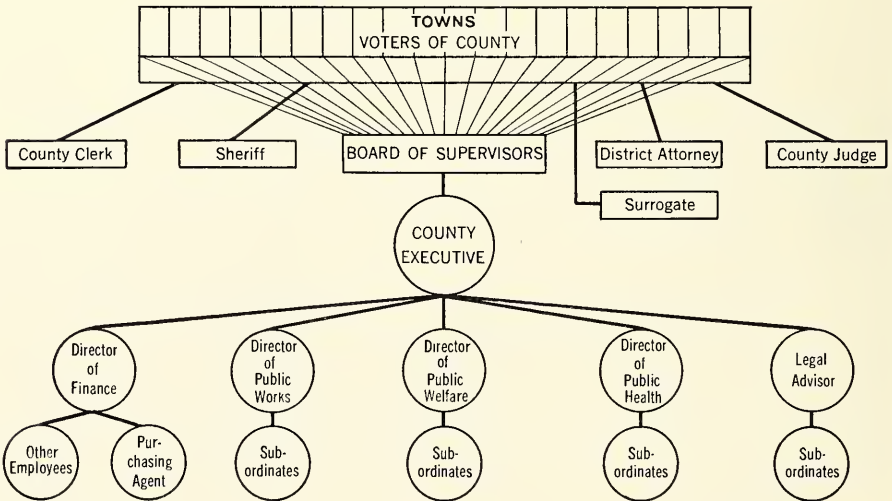
The three charts on page 606 indicate the suggestions made by the commission.

Compare these plans with those for city government that are shown on pages 437 and 438. Which one is like Plan A above? Which like Plan B? Which like Plan C? Which plan did you approve for a large city? Which plan do you think would work best for the largest counties? Do the same principles apply in both cases? Do you live in a county of less than 100,000 people? Which plan do you think would work best in your county? Give your reasons. If you live in a county of more than 100,000 people, which plan do you think would work best?

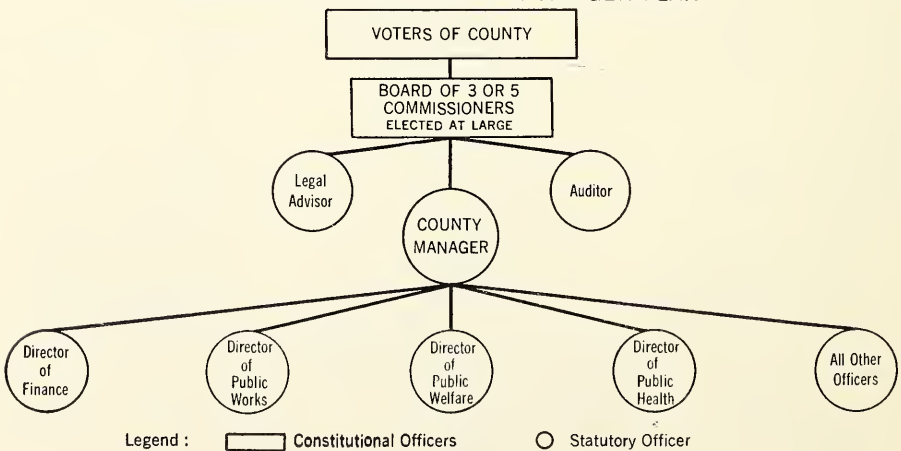
PLAN A. COUNTY PRESIDENT FORM



PLAN B. COUNTY MANAGER FORM



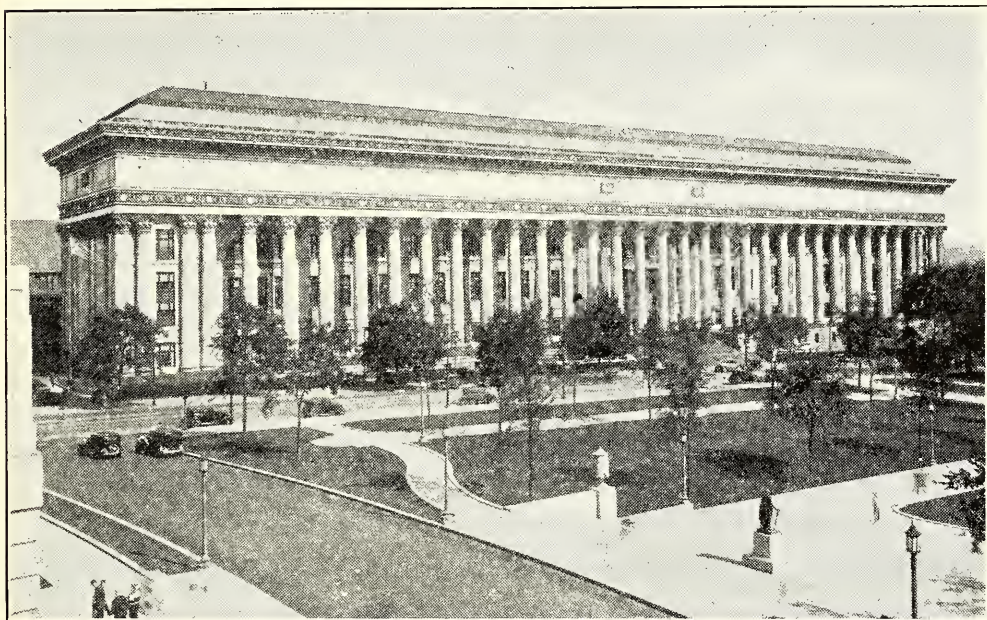
PLAN C. THE PURE COUNTY MANAGER PLAN



Legend : Constitutional Officers ○ Statutory Officer

Social Benefits Bestowed upon Its Citizens by the State of New York. Since about forty per cent of the income of New York State is spent on education, it is logical that we should attempt some enumeration of the benefits of that department of government.

1. *Education.* The Board of Regents, which is the gov-



The State Education Building at Albany.

erning authority of education in the State of New York, was incorporated by an act of the legislature in 1784. Originally they were the governors of Kings College (now Columbia University) and were empowered to found schools and colleges anywhere in the state. The Board's jurisdiction as trustees of Kings College was soon withdrawn, but its power to charter colleges and incorporate academies and to exercise supervision over them was continued. Originally the Board had no jurisdiction over elementary schools. Not until 1812 was a state system of public schools created. Gideon Hawley was made the first state superintendent of common schools, the first in the United States, for New York

had the first state system of education established in the country.

The management of higher education and common school education was brought under a single control in 1904. The University of the State of New York by action of the Board of Regents now includes the State Education Department, so that all the educational work of the state is vested in a single department. This department is under the legislative control of the Board of Regents. Executive direction rests in the Commissioner of Education, who is also President of the University of the State of New York.

In 1926 the legislature of the state, acting under authority of the constitutional amendment of 1925, gave the Education Department adequate authority for the administration of :

- Normal Schools
- State Colleges for Teachers
- State Agricultural Schools
- New York State Merchant Marine Academy

The legislature also gave to the Education Department supervision over budget estimates and expenditures of the state institutions at Cornell University, which include the :

- New York State College of Agriculture
- New York State Veterinary College
- New York State College of Home Economics
- New York State Agricultural Experiment Station at Geneva

The Education Department was also authorized to exercise the same jurisdiction over the :

- State College of Forestry at Syracuse University
- State College of Ceramics at Alfred University

The Board of Regents consists of twelve members. One is elected each year by the legislature in joint session. Each of the nine judicial districts of the state must be represented on the Board. It is presided over by a chancellor elected by the Board.

If you had come to New York State from Massachusetts and wished to enter high school, it is the Board of Regents that have already determined the value of your certificate of graduation from the grammar school in Massachusetts. You are admitted by the local school in conformity to the standards set by the Board of Regents. Your annual examinations are set and reviewed by members of the Division of Examinations and Inspections. Your entrance to college from high school is in effect certified by the Board of Regents, since colleges accept only graduates from secondary schools in New York State fully approved by the Board of Regents. Your college degree received anywhere throughout the state, whether from a state institution or from a privately endowed institution, must be authorized by the Board of Regents. It also controls entrance to the professions of :

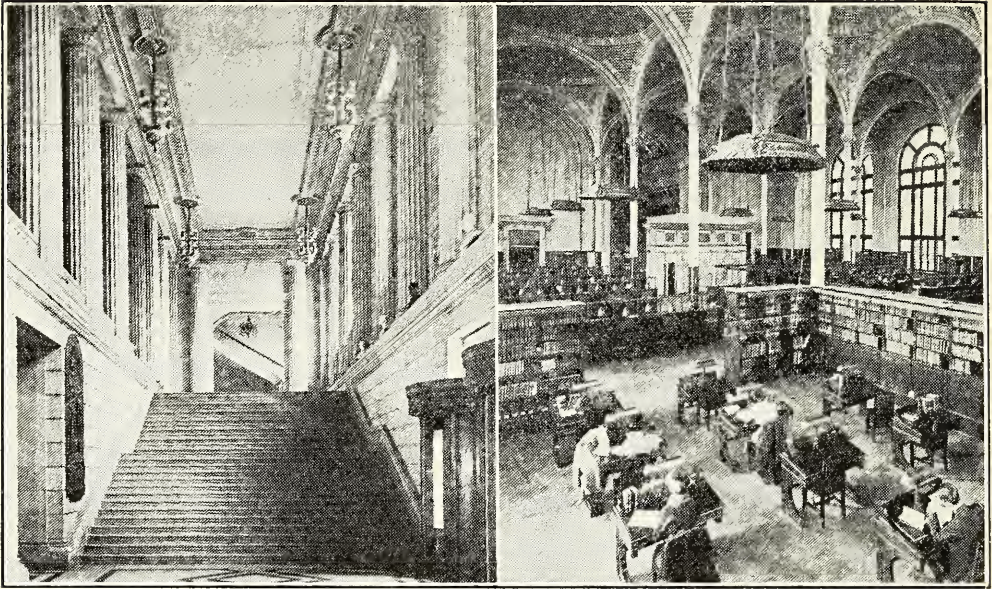
law	pharmacy
medicine	optometry
dentistry	veterinary medicine

and certification of :

nurses	shorthand reporters
public accountants	engineers
chiropradists	architects

Jurisdiction of the Regents includes the supervision of all the public schools of the state, all secondary and higher educational institutions, and such libraries, museums, schools, organizations, and agencies for education as now have been, or ever shall be, incorporated by the University of the State of New York. In brief, the University of the State of New York, which as a corporate body the Regents constitute and govern, is the most comprehensive educational organization in the world.

If you walk through the State Education Building in Albany, you will find the State Library with its law, medicine,



The main stairway and the main reading room of the State Education Building shown on page 607. From this building is directed the world's most comprehensive school system.

and legislative reference libraries, in addition to its general lending library. You will also find a museum devoted to exhibiting the natural resources of the state. If you note the registry of the different offices you will read :

- The Motion Picture Division
- The Rural Education Division
- The Library Extension Division
- The Visual Instruction Division
- The Teacher Education and Certification Division
- The School Buildings and Grounds Division
- The Law Division
- The Attendance and Child Accounting Division
- The Educational Research Division
- The Examinations and Inspections Division
- The Professional Licensure Division
- The Health and Physical Education Division
- The Higher Education Division
- The Secondary Education Division
- The Elementary Education Division
- The Vocational and Extension Education Division
- The Finance Division

The Administration Division
The Archives and History Division
The Rehabilitation Division

In addition there are thirteen special bureaus for the supervision of education in specialized fields. The following bureau titles explain themselves :

Adult Education
Agricultural Education
Home Economics Education
Industrial Education
Medical Inspection
Physical Education
Professional Examinations
Physically Handicapped Children
Child Development and Parent Education
Industrial Service
Special Schools
Publications
Statistics and Apportionment

The work of the Industrial Service Bureau, the Rehabilitation Division, and Special School Bureau require special mention. The 1934 *Report of the Education Department* explains that the purpose of the Industrial Service Bureau is to help individuals employed in any business to improve their status "through a better understanding of human relations." It is done by assisting the management of an organization to establish a training program to meet the needs of that organization. Classes are formed for the explanation and discussion of the aims and policies of a particular business, as well as its organization.

Two hundred and fifteen organizations — utilities, manufacturing, and marketing, in the main — have profited by this educational program. Approximately one hundred and fifty cases of coöperation between state and business organizations have occurred in New York City, and in Buffalo, and the rest were distributed through Syracuse, Albany, and Auburn.

The Rehabilitation Division renders a personal service to physically handicapped persons. It aims to make them capable of earning their living. The rehabilitation law was enacted to help workers injured in industry or otherwise. It was intended to supplement the compensation act, which provides for an allowance to persons injured when they are at work. The Division extends its service to those injured



At schools for the deaf many handicapped citizens learn useful trades.

by public accidents, and to those suffering from inherited defects. Rehabilitation is not considered to be accomplished until those served by the Division have been working a month or more at gainful occupations for reasonable wages. Finding jobs for those trained by the Division's staff has been very difficult during recent years when there have not been jobs enough to go around. Under these circumstances, do you not think the following report is remarkable? During 1932-1933, 538 out of 1243 were rehabilitated. (Four hundred and eighty-eight of the 705 remaining had received training and were ready for jobs. Of the 538 rehabilitated,

453 were men and 85 were women; 266 were married; 279 had dependents; 293 were compensation cases, that is, had suffered from accidents while at work.) Their average age was 30 years, and their average weekly wage, when rehabilitated, was \$18.95. One hundred and twenty-nine were trained for commercial work, 61 for industry, 27 for technical occupations, 21 for agriculture, 19 for personal service, and

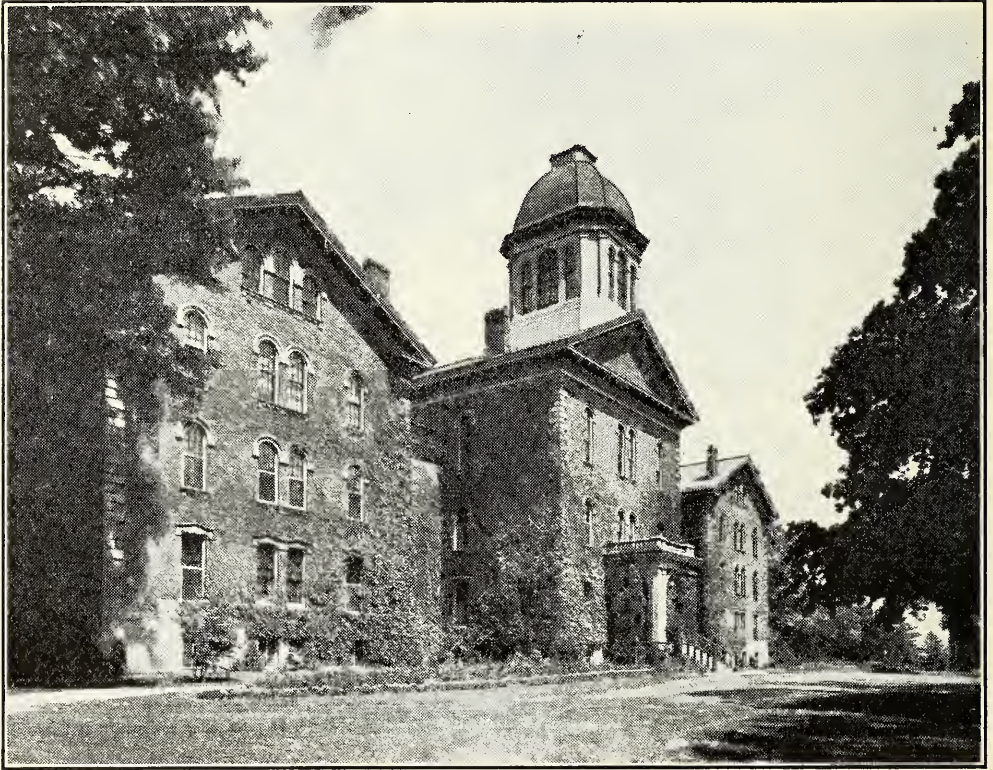


Deaf children being taught the use of their residual hearing.

15 for professional occupations; 140 were established in business for themselves.

Upon review it was found that of these 538 rehabilitants, 193 were employed at an increased wage over the rehabilitation wage, 171 were employed at the same wage, and 77 were employed at a lower wage; 3 were out of the state; 8 were sick or convalescing; 54 were found unemployed (some temporarily); 7 were dead; 24 were not found; and one had re-entered training. It is a significant fact that during the depression, twelve to eighteen months after 538 physi-

cally handicapped persons had entered employment, 83% of them were found employed and 36% at an increased wage. The labor turnover in this group was less than the usual changes in employment. The reason for this stability and increased wages was the special preparation for jobs and the placement of the right workers in the right jobs.

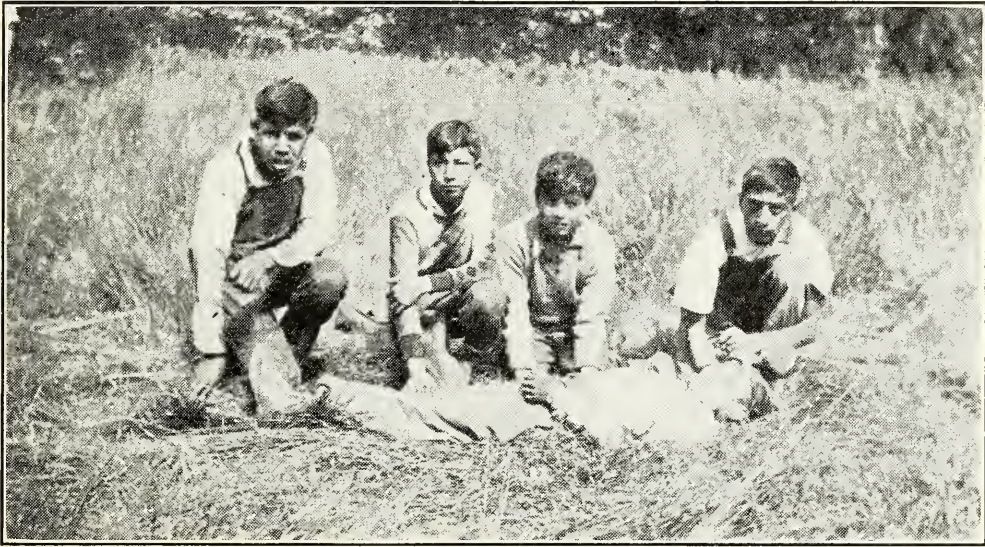


The New York State School for the Blind at Batavia.

The Special Schools Bureau administers and supervises the education of Indians on reservations. It supervises correspondence schools and the education of the deaf and blind. The New York State Merchant Marine Academy is under its jurisdiction.

All this means that had you been born deaf and dumb the State of New York would provide for you the kind of education that would enable you to overcome your handicap. In fact, the Education Department spends one million dollars

a year for the education of the 1700 deaf within its borders. Twenty-five per cent of all the deaf children within the state are cared for by the state, yet the state has no institution of its own for the purpose. It pays tuition of \$600 a year for each deaf person to go to a private school for the deaf. Some of these are church schools but there is no discrimination against them. The law says that the deaf shall be educated. Tuition for the deaf who may go to church schools



Indian boys practicing first aid in one of our special Indian schools.

is not interpreted to be for the support of sectarian schools ; the state is merely buying services from them. Yet the Education Department retains certain rights of oversight and supervision.

If you were born blind you might be educated in the New York State School for the Blind at Batavia, unless you lived in the Metropolitan District. In that case the state would pay \$600 a year for your tuition at the New York Institution for the Education of the Blind. About \$150,000 a year is spent for the education of the blind. Thus the total appropriation for the blind and the deaf is the third largest appropriation in the education budget of the state.

If, on the other hand, you have all your faculties and have had to leave school at sixteen and go to work as a telegraph messenger, you may want to study stenography or insurance by correspondence in the hope that you may get a better position. If you register with a correspondence school in New York State, you may be sure that it has the approval of the Board of Regents and that the instruction will be reliable.



An Indian boy basketball squad. These boys are being educated to become part of the citizenry of our state.

There are 5500 Indians in New York State, of whom 1908 are children under eighteen years of age. Thirteen hundred and fifty-seven are in school. Three fourths of them are in school in the reservations; the remainder are in non-Indian schools that are near the reservations. One hundred and ten of these are attending high school, with transportation by bus provided and administered under the Bureau of Special Schools. The Indians who attend the high schools, as well as all others going to the ordinary schools of the state, show themselves to be equal to the white children in the same schools.

The policy of establishing reservations for the Indians



Glimpses of life within the reformatory at Elmira. Do you think these young men would have broken laws if they had had a good home and an occupation in which they were expert enough to make good livings.

antedates the American Revolution. At present the seven reservations where schools are maintained are :

Allegany	Shinnecock
Cattaraugus	Tonawanda
St. Regis	Tuscarora
Onondaga	

The New York State Merchant Marine Academy was founded in 1874. Its purpose is to train young men to become deck officers and engineer officers of ships of our merchant marine, just as young men are trained at Annapolis to become officers in the United States Navy. At the present time the greater portion of the large American merchant ships entering and leaving the port of New York are officered by graduates of this academy. Citizens of New York are required to pay a fee of \$100 per annum, but cadets from outside the state are required to pay \$750 per annum for board and tuition. The academy grounds are at Fort Schuyler at the entrance to Long Island Sound, where the training ship, the *Empire State*, is anchored when not on a cruise.

2. *Care of the Delinquent.* The Education Department has been coöperating with the Commission to Investigate Prison Administration and Construction in its work to advance a suitable program for prison inmates. In consequence, a novel program has been undertaken at Elmira Reformatory. The academic instruction is carried on by educational clubs rather than through formal classroom instruction. Pictures of life within the reformatory indicate the inmates are being treated like members of the large world outside the reformatory. Something to do and the knowledge of how to do it is equipping them to earn their livelihood. Recreational activities and simple hygienic living conditions are creating new standards of living.

The prisons and reformatories under the Department of Correction are designed as places where men and women may be reconditioned for living in society even as automobiles

that have broken down are reconditioned and put in running order. There are prisons at Auburn, Clinton, Great Meadows, and Sing Sing; while the reformatories are at Elmira (for men), and at Bedford Hills — called Westfield State Farm (for women). Correction, however, already has its clinical methods as well as has tuberculosis. In 1930 within the Executive Department of the government a Division of Parole was created. The idea is that when offenders do not appear to be vicious members of society but have become offenders of the law because of unfortunate home or local circumstances, they should be given advice and supervision like that given to a tuberculosis suspect. The offender is helped to find a job in order to earn his living; he is helped to live in wholesome surroundings. People called social workers become his friends. They are like nurses who advise the tuberculosis patients. The principle is that of the reformatory, which is a temporary sanatorium for offenders against the law. The difference is that those on parole are believed to be curable by clinical methods.

3. *Health Education and Hospitalization.* An act was passed by the legislature on February 26, 1935, appropriating \$27,000 for the purpose of increasing the supervisory services of the State Department of Education "to develop more satisfactory preventive and corrective physical educative and recreative programs for children and adults." This means that the physical training which is begun in the schools shall be extended to those no longer in school. The healthful recreation of people who have been at work during the day, or who have unfortunately been unemployed, is to be provided for. It is a kind of community health service which is to have the assistance of trained supervisors.

The schools perform health services for both sick and well. Vaccination of all school children has long been recognized to be necessary as a preventive measure against smallpox. More recently a program has been planned whereby it is hoped to

get rid of all tuberculosis. The health service now offers to give to every first grade and every seventh grade child, whose parents consent, the tuberculosis test. If any of those tested show signs of tuberculosis, the school authorities report to the family physician. Together the family, the physician, and the school authorities plan the food and daily life of the child, so that the disease may be checked.



George Brewer

Our state or county, city, or town must provide for recreation of children and adults.
Playgrounds must be provided indoors and out.

When you reach the tenth grade, you will have an X-ray picture taken of you to see if there are any traces of the disease. If you are unfortunate enough to show any signs of it, you will also be fortunate enough to have the aid of experts at the clinic of the sanatorium in your own or a neighboring county to advise you. If you are very ill, you may go to a sanatorium and live until you get well.

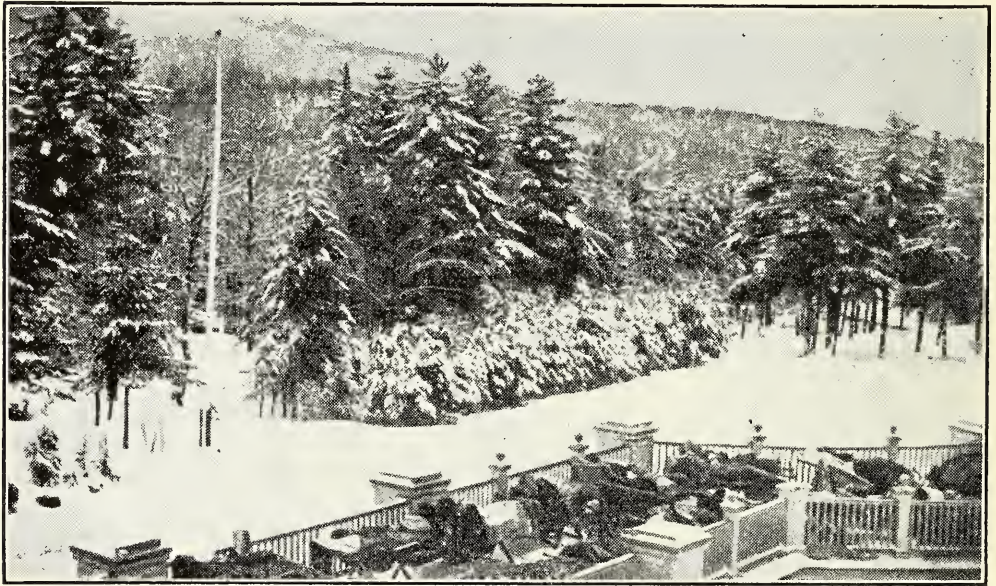
There are fourteen private hospitals in the state that take care of tuberculous patients, and in 1934 there were thirty-three state hospitals. The state hospitals have clinics to

which individuals not very ill may go for advice and for tests to see if they are improving. The list is truly impressive.

Albany County Preventorium (Van Rensselaer Preventorium)
Broome County Tuberculosis Hospital, Chenango Bridge
Cattaraugus County Tuberculosis Hospital, Olean
Chautauqua County Tuberculosis Hospital, Cassadaga
Chemung County Tuberculosis Hospital, Elmira
Chenango County Tuberculosis Hospital, Sherburne
Columbia County Tuberculosis Hospital, Philmont
Delaware County Tuberculosis Hospital, Delhi
Estelle and Walter Odell Memorial Hospital, Newburgh
Gray Oaks Hospital
Herkimer County Tuberculosis Hospital, Salisbury Center
J. N. Adam Memorial Hospital, Perrysburg
Jefferson County Tuberculosis Hospital, Watertown
Monroe County Tuberculosis Hospital, Rochester
Montgomery County Tuberculosis Hospital, Amsterdam
Nassau County Tuberculosis Hospital, Farmingdale
New York City Department of Hospitals :
 Municipal Sanitorium, Otisville
 Sea View Hospital, Staten Island
Niagara County Tuberculosis Hospital, Lockport
Oneida County Tuberculosis Hospital, Utica
Onondaga County Tuberculosis Hospital, Syracuse
Ontario County Tuberculosis Hospital, East Bloomfield
Oswego County Tuberculosis Hospital, Orwell
Otsego County Tuberculosis Hospital, Mount Vision
Rensselaer County Tuberculosis Hospital, Wynantskill
Rockland County Tuberculosis Hospital, Pomona
Samuel W. Browne Memorial Hospital, Poughkeepsie
Saratoga County Tuberculosis Hospital, Middle Grove
Schenectady County Tuberculosis Hospital, Schenectady
Steuben County Tuberculosis Hospital, Bath
Suffolk County Tuberculosis Hospital, Holtsville
Tompkins County Tuberculosis Hospital, Taughannack Falls
Ulster County Tuberculosis, Kingston
Warren County Tuberculosis Hospital, Glens Falls
Yonkers City Department of Public Health

In 1935 three new centers were opened in New York State at Oneonta, Ithaca, and Mount Morris. These new hos-

pitals will serve nine counties each; they will maintain clinical service in the areas where the counties have not been able to afford their own county hospitals. The private sanatorium at Raybrook, Saranac, is to pursue the policy of having open clinics for the remote areas in the neighborhood. All this means that people of every area in the state will have access to proper medical advice in regard to tuberculosis.



Wide World

This picture shows an open-air resting veranda of a state hospital for tuberculous patients at Raybrook. Notice the patients sleeping in the cold winter air.

Today about 30% of the people of the state are ill with tuberculosis; but only one per cent are in need of care inside the hospitals. In this particular, people living in New York State are more fortunate than people of Austria, where 95% are infected with the disease. The ambition of the school health division is to do all the prevention work possible in the schools. If they can find out which school children have the beginnings of tuberculosis and see that these children get well, then they will lessen it among adults. The tests, the health habits developed in school years, and the health programs planned with the aid of the family physician should

free this state from tuberculosis, which is called "the white plague."

4. *The Board of Social Welfare.* In this matter of tuberculosis the schools and the State Board of Social Welfare must coöperate. Only recently, for example, 5000 children in one region were tested. The X-ray showed eight cases among them. The tuberculin test showed that 1000 might



The State Hospital at Buffalo.

Hauser Bob

have it unless they had proper food — milk and vegetables — and developed proper health habits of cleanliness and rest. When this was done 540 parents were tested and twenty well-developed cases were found. The advice and care of these adults came within the jurisdiction of the Board of Social Welfare.

The Board of Social Welfare has supervision of other hospitals both general and special throughout the state. The work of the Board is done by specialists in different divisions, which include not only the Division of Medical Care but the :

Division of Child Welfare
Division of Old Age Security

Division of State Aid
Division for the Blind

The Board also has a Division of Research and one for the Administration of State Institutions. This research is very necessary if conditions are to be improved. There must be expert knowledge of existing conditions and needs if conditions of living are to be improved. Moreover, there must be careful study of the best ways in which to help the unfortunate. Furthermore, the principle of budgeting means that the money of taxpayers should be spent to the best advantage both for the present and the future welfare of people living in the State of New York.

5. *Coöperation between Departments of Government.* There are several other examples of coördination of the work in education with that of other departments in the state. The nutritionist in the Division of Health has been working with the State Health Department, the State Department of Agriculture and Markets, of Social Welfare, and of Home Economics at Cornell University, in the hope of outlining a statewide program for education in food values and food costs. They call it "education in nutrition and food economics." The State Temporary Emergency Relief Administration and the State Committee on Tuberculosis and Public Health have also and quite naturally been very much interested in these plans.

6. *Mental Hygiene Department.* In the matter of mental health the psychiatrist of the Education Department Health Division has been working hand in hand with the State Department of Mental Hygiene. Children as well as adults are sometimes very unhappy. They don't get along with people. Sometimes they behave in such a way that they make other people very unhappy. These people are just as sick mentally as tuberculosis patients are sick physically, and they need expert advice, sometimes expert care. There are fewer doctors who know about mental sickness than about physical sickness, even though the need for them is very great. The truth is, however, that healthy living

among people who are considerate of each other is as helpful to the mentally unhappy as good food and good health habits are beneficial to those subject to tuberculosis. It often happens that creating the proper health environment for the child — whether physical or mental — is good for the health



Healthful living should be carefully planned for by all.

habits of the whole family. In fact the motto of the health education supervision is "Health is the way of living — physical, mental, emotional, and social." The method throughout the elementary grades is to develop health habits. If the child develops a way of living in school, he should be able to practice the same habits outside of school. Sometimes they are maintained in the home. Discussion of all these matters of coöperation between school and home is part of the program of the Parent-Teachers Associations throughout the state.

The nineteen hospitals for mental diseases in the state care for serious cases that are due to over-indulgence in alcohol or harmful drugs, to old age, to physical injuries and illnesses of various kinds. There are state hospitals in the following places :

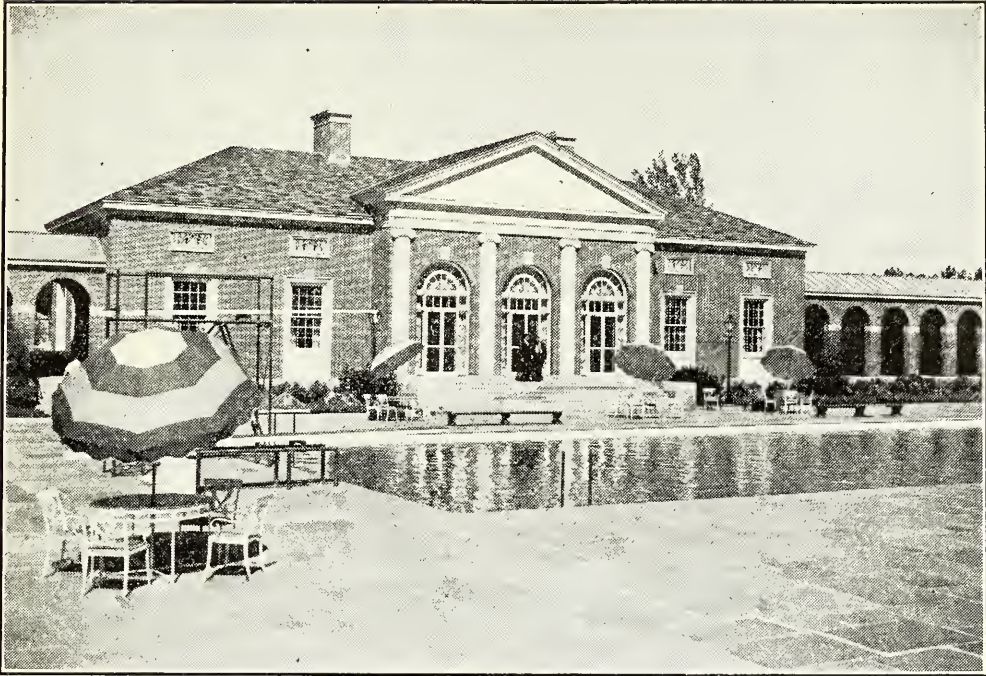
Binghamton	Marcy
Brooklyn	Middletown
Buffalo	Pilgrim
Central Islip	Rochester
Gowanda	Rockland
Harlem Valley	St. Lawrence
Hudson River	Syracuse
Kings Park	Utica
Manhattan	Willard

In addition, there are schools for those who are mentally defective in the following places :

Letchworth Village
Newark
Rome
Syracuse
Wassaic

And there is a colony for epileptics at Craig, and an institution for mentally defective delinquents called Albion State Training School.

7. *Child Guidance.* Special preventive work in which the health division of the Education Department is interested is done in child guidance clinics, which as yet are not very numerous. There is a Bureau of Child Guidance in New York City, and a Bureau of Child Study in Rochester. The hospital at Buffalo has consultation service which in effect is similar to the tuberculosis clinics. In Syracuse and Albany psychiatric clinics or child guidance clinics are held in connection with their general hospitals. Courses in mental health for public health nurses have been established in forty-five cities. The truth is, mental health, like physical health, is the job of everybody — nurses, physicians, teachers, pupils. The state is doing a great deal through the employment of experts for guidance, and in the establishment of institutions for the care of the very ill, and clinics for the advice of those slightly ill. But it is the job of everybody



Wide World

The Simon Baruch Research Laboratory at Saratoga Springs. Many people from our state as well as from the country at large travel to Saratoga to enjoy the benefits of the healthful spring water.

to help, first, in their own health habits, and second, in becoming better informed about and supporting measures for healthful, happy, well-being of all people. The purpose of all this is to make it possible that all individuals shall be well adjusted to society and be able to earn their living and live happily.

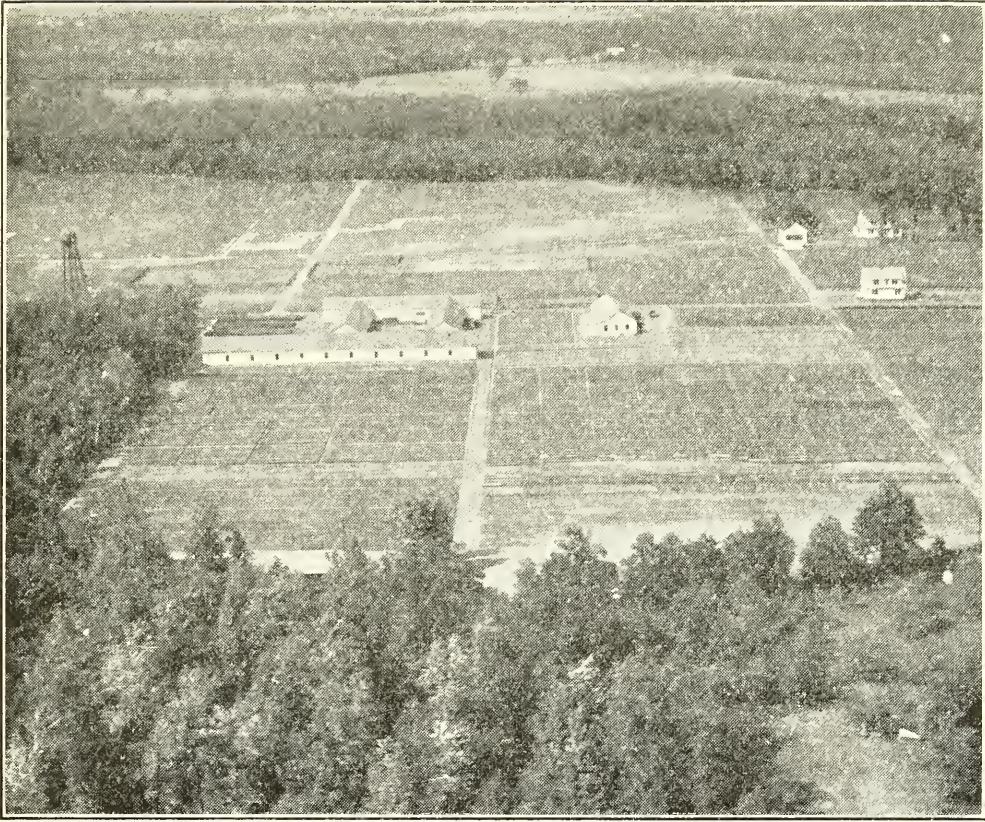
8. *Social Legislation.* It must not be forgotten that the institutions for public health and public well-being, and the regulation of all institutions for social betterment, are provided for by laws made by the state legislature. The Report of the State Board of Social Welfare, alone, lists thirty statutes passed in 1934 to meet new situations, such as those created by the new emergencies of public relief. For years there have been laws upon the statute books which defined the behavior of building loan associations and insurance companies, and banks. Thus legislation is designed to safeguard

your savings which you entrust to their keeping. Workingmen's compensation laws and laws that prescribe the light and air that is necessary to healthful conditions of work in factories also belong to this same category of safeguarding the conditions under which the individual citizen lives.

9. *Conservation.* The work of the Conservation Department is quite as important to you as the work of government departments that reach you in and through your school, even though you may be less conscious of its activities.

If you should go to Saratoga Springs you would be much impressed with the development that has taken place under the Saratoga Springs authority. The springs in this region have medical value. In order, therefore, that people may have the benefit of their curative qualities, and be cured of rheumatism and related difficulties, the state has bath houses — the Lincoln Baths, the Washington Baths — and extensive sanatoriums including hotel, the hall for drinking the waters, recreation hall, and bath houses for those who can go there and live for a time. (The Lincoln and Washington Baths are less expensive than the sanatorium.)

10. *Reforestation.* Near Saratoga is the largest tree nursery in the world. This was established in 1911 when the state and people of the state had begun to realize the value of replanting the forests that had been ruthlessly cut off by lumber companies by the end of the last century. The first nurseries in the state were established as early as 1902. One was near Saranac and one was in the Catskills (its site is now under the Ashokan reservoir). These were to raise trees for reforesting the forest preserve of the state. There had been disastrous fires started by sparks from the engines of the New York Central Railway which runs from Utica to Saranac as well as in the Catskill region. Between 1902 and 1907 enough trees were grown in these nurseries to plant 1200 acres, 1000 trees being planted to an acre, 6 feet apart, which meant that 1,204,000 trees were grown.



This view is of one of the world's largest tree nurseries, located at Saratoga, New York. The state must also protect its forests.

In 1908 the state widened its program. Legislation was passed which permitted the state to grow trees for reforestation of private lands. In the beginning 25 individuals ordered 24,000 trees; in 1934 the people ordered 7,888,000; for these they paid the cost of production. These private purchasers included fish and game clubs; farm bureau agents, municipalities, counties, and school districts also planted trees. Their trees, however, were donated from the state; the cost to the locality was only the cost of transportation. To meet this increased demand new nurseries were established where they were most needed (some of the old ones were abandoned). The Salamanca was established to grow trees of various kinds for private owners. Some trees were grown by prison labor at Comstock. A small nursery was begun at

Saratoga Springs in 1911 and enlarged to its present size in 1922. In 1921 a nursery was started at Lawville and in 1922 one at Lake Clair.

In 1928 a new policy was initiated. Before this, for the most part, trees on forest lands were being replaced. Rapid-growing Scotch pine trees had been planted in the forest reserve, because the reformed constitution prohibits the cutting of trees in state lands, and it was necessary to have rapid-growing trees to plant in the burned-over areas and unnecessary to have trees that would be good for lumber. But by 1928 experts in the Cornell Agricultural College and others were alarmed at the amount of land that was lying waste and being washed away. Farms, especially hill farms, remote from the cities and markets of the Hudson and Mohawk river valleys, were being abandoned at the rate of 300,000 acres a year. (Four million acres had already been abandoned.) All this land was really too poor for profitable farming, and is called submarginal land; in fact it should never have been deforested for farming. Erosion was going on so rapidly that in a short time trees would not find food for growth and the state would have large regions of bad lands or deserts. Weather conditions in consequence would be affected, drought and flood would follow. All these things have happened in other parts of the world, especially in China and the interior of Asia. It was foolish to allow it to happen in New York State as this would destroy natural resources of untold value and bring poverty and disaster to its citizens.

A constitutional amendment authorized a bond issue to enable the state to borrow money to purchase abandoned farm lands in order to plant them to timber before it was too late. The legislature appropriated \$400,000 the first year, \$600,000 the second, and \$800,000 the third; but now it appropriates \$400,000 annually for this purpose. Already many blocks of 5000 or 6000 acres have been purchased;

29 counties. Stubbend and Onondaga counties, especially, are regions of extensive reclamation.

11. *Protection of Trees against Fire and Blight.* In addition to the planting of trees, the Conservation Department is responsible for the protection of the forest regions from fires. With the aid of men from the C. C. C. Camps definite programs for the Blister Rust Control and the Gipsy Moth Control have been undertaken.

If you go to a county fair this year look for the forestry exhibit. Also look for the exhibitions that show how to recognize pests and blights on trees. Even city dwellers and town dwellers can help preserve our trees by destroying pests and caterpillar nests whenever and wherever they see them.



The Davey Tree Expert Co.

The picture on the left shows a tree treated to prevent decay in a cavity. The trees on the right are being pruned of dead branches. Continued care is needed to protect the health of trees in our parks over the state and in cities.



Ewing Galloway

The Palisades Interstate Park is typical of the many fine parks in New York State. These must be maintained.

12. *Historic Sites and Reservations.* The Conservation Department has supervision of historic sites and historical reservations. Crown Point, Fort Cralo, Herkimer Homestead, Saratoga, Schuyler Mansion, Steuben Memorial are included in the former, also John Boyd Thacher Park, Stony Point Reservation, Philipse Manor Hall, Battle Island, and Fort Brewerton.

Why was Crown Point and each of the other historic sites preserved? What were the reasons for preserving Battle Island and the other historical reservations? Locate them on a map.

13. *Parks and Parkways.* The Department also has a division responsible for the state parks which extend from the

Thousand Islands Region to Jones Beach on Long Island. There are the Niagara and Finger Lake regions, the Palisades region and the Taconic region, and each contains many parks and parkways, historical sites, and reservations. The state is divided into eleven regions, within which are ten parkways, and fifty parks.

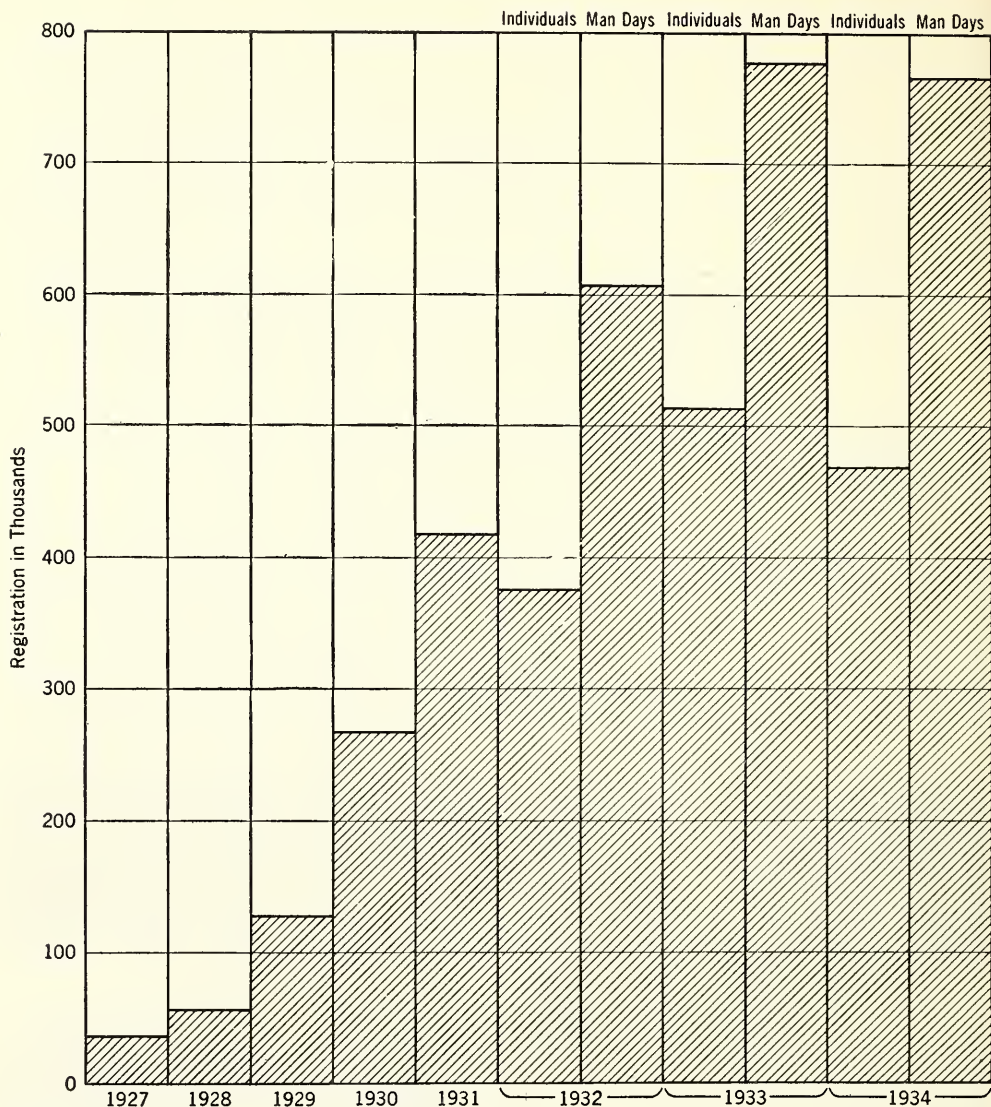
What parks, parkways, reservations, and historical sites are near your home? How many of the state parks have you visited? Do you live in any of the park regions? Are you included in the chart that shows how many people have camped in state park sites in the last seven years?

14. *Fish Hatcheries.* Parkway and parks have their recreational value. They make some of the resources of the state available for the play time of its citizens. In addition the Division of Fish and Game is devoted to developing the recreational activities of the state. Fourteen fish hatcheries raise the fish with which the streams are stocked



Philip D. Gendreau

On the boardwalk at Jones Beach, Long Island. This beautiful public playground on the shore of the Atlantic was developed by the state.



This chart shows the number of campers per year in our state parks. What does it indicate?

so that the fisherman may not angle in vain. Eight of these are at

Bath	Randolph
Chateaugay	Rome
Cold Spring Harbor	South Otselic
Dunkirk	Warrensburg

and are known by the name of the place, while six others are called

Adirondack (at Saranac Inn)
Caledonia (at Mumford)
Chautauqua (at Bemus Point)
Oneida (at Constantia)
St. Lawrence (at Ogdensburg)
Washington County (at Cambridge)

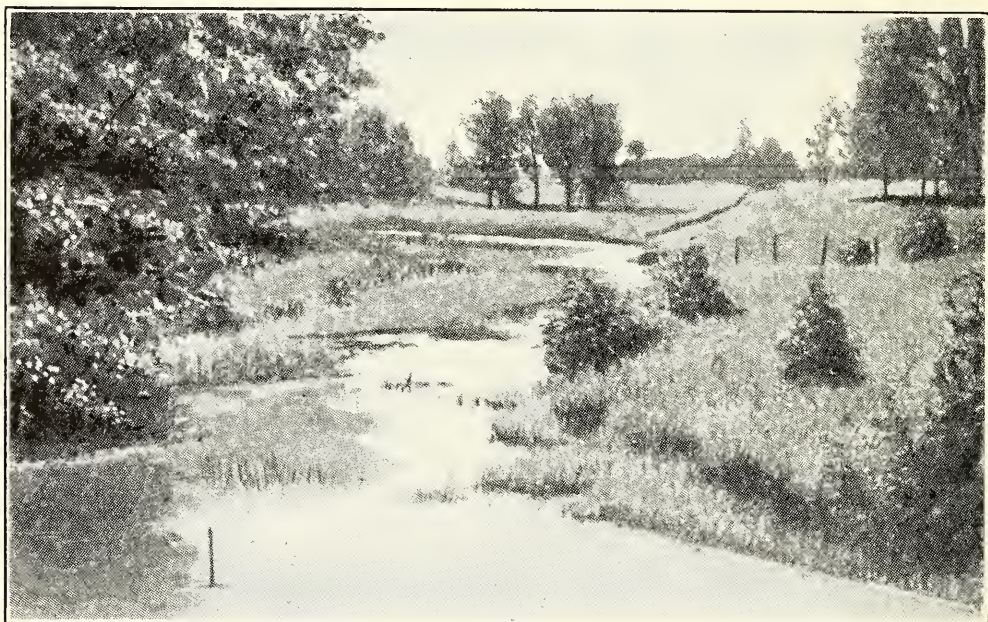
There are also six auxiliary hatcheries where the fish are acclimated to the conditions of the open streams :

Summitville	Crown Point
Johnstown	Van Hornesville
Lake George (at Fortsville)	
Lily Lake (at Chanago Forks)	

15. *Biological Survey.* In order to know what fish will live and thrive in the various streams a very careful survey has been made of the fish already there, or of the reasons for their absence. Sometimes creameries or bleacheries dump their refuse into streams, sometimes towns and cities allow their sewage to run into the streams. When these things are done, fish cannot survive. Recently a tannery near Saratoga Lake cleaned its vats and dumped all the scourings into a stream that emptied into the lake until there was a thick, ill-smelling scum over the water at one end of the lake. There were also many dead fish in the refuse. This is an extreme example of the pollution of stream and lake which make it impossible for fish to survive. The only redress in this case is to demand damages in the courts from the tannery because of injury to fish life and human welfare. Perhaps some day there will be laws regulating what can be thrown into the streams. The Biological Survey has been finding facts about the conditions of the streams and making recommendations concerning what kinds of fish can live in the streams as they are. Both the Biological Survey and the fish hatcheries have been making studies of the parasites and diseases that injure fish or make them unfit for food. The ultimate objective of all the investigations is to increase the

recreational opportunities of the state. The annual reports of the Biological Survey contain remarkable pictures of fish found in the various regions. They are interesting if you are interested in biology, or if you are a young Isaac Walton.

16. *Labor Department.* The annual Report of the Industrial Commissioner describes the work of the Labor Depart-



Biological Survey Report

This stream was found to be a natural rearing place for northern pike, bullheads, and small-mouthed bass by the Biological Survey.

ment. While the Education Department endeavors to give you the benefits of the knowledge and experience of others so that you may use your abilities to the best advantage, the Labor Department studies the conditions under which you work, and endeavors to improve those conditions. Much of the social legislation affecting industry has been the result of their suggestions. They have a Division of Workmen's Compensation which studies ways and means of insurance methods, for workers, and pushes for laws that shall safeguard the individual. The Divisions of Industrial Code and Industrial Hygiene also work for laws that protect the indi-

vidual. The Division of Industrial Relations endeavors to adjust controversies between employer and employees for the benefit of both ; it tries to devise rates of wages that shall be fair and give the earner a chance to live. In fact, there is a special Bureau for the Enforcement of Women and Child Labor Laws. This does not mean that all conditions of labor are satisfactory ; it does mean, however, that the state is including the regulation of labor and industrial conditions in its program of maintaining the welfare of its citizens.

17. *State Planning Board*. Better things are yet to be done ! Many of these are definitely set forth in the *Report of the New York State Planning Board* which was presented to the Governor and transmitted by him to the Legislature, January 14, 1935. Get it and study it. It shows quite clearly that welfare of the people of this state can be much improved ; it suggests many ways in which it can be done. It is your opportunity to be informed of such expert opinion and advice. Your intelligent support of constructive measures of reform is one measure of "Your worth to the world."

ANSWER BRIEFLY

1. The village is responsible to the —.
The city is responsible to the —.
The town is responsible to —.
The county is responsible to —.
2. What is the business of a board of supervisors ? Of the town board ?
3. What is meant by a Central School District ?
4. What does a coroner do ? A constable ? A sheriff ? A state trooper ? A justice of the peace ?
5. What divisions of government collect taxes on real estate ?
6. What is an inheritance tax ? An income tax ?
7. What is assessed valuation ?
8. What is a technical occupation ? A professional occupation ? A manual occupation ?
9. What is meant by a court of first instance ?
10. What is meant by a court of appeal ?

11. What is a prison? A reformatory?
12. What is meant by being on parole?
13. What is the Board of Regents? The University of the state of New York? The Education Department?
14. How is constitutional amendment adopted?

FOR YOUR NOTEBOOK-WORKBOOK

Vocabulary :

real estate	Appellate Division
assessor	United States District Court
rehabilitation	parole
public works	Court of Appeals
conservation	reservations
appropriations	compensation laws
pyschiatrist	coördination
reforestation	submarginal land
clinic	

Suggestion I. Maps of your country and state.

1. Locate the Indian Reservations on your state map.
2. Locate the Prisons and Reformatories on your state map.
3. On the map of your county locate all the state-owned parkways, reservations, and historical sites that are under the Conservation Department of New York State. Show the parks, parkways, and so forth that do not belong to the state. Tell to whom they do belong.
4. On a map of the state locate the parks, parkways, camp sites, historical sites, and reservations that you have visited.
5. Make a list of those that are near enough for you to visit and that you wish to visit in the near future.
6. Locate on your map of the state the fish hatcheries.

Suggestion II. Place the names of things and services listed just below, that are essential to your everyday living, in the proper columns of a chart like that on page 639 in your notebook.

water supply	sewerage system
fire protection	police protection
prisons	hospitals for mental diseases
hospitals for tuberculosis	garbage collection
schools for the blind	your school
agricultural schools	reforestation
parks	streets and roads

CAN YOU ANSWER THESE QUESTIONS?

1. The Department of Education is one of 20 divisions of the state government of New York. Can you list the other departments?
2. Men in public employ sometimes spray trees along the roadside in order to kill insects which threaten to destroy them. Who orders them to do this? What unit of government pays for it?
3. Where is the poor farm of your county?
4. Where is the county court house? The county seat?
5. Who keeps the canals in good condition? Do the boats that use them pay toll or are they free like the roads?
6. Who keeps the channel of the Hudson River deep enough for big boats?

FOR DISCUSSION

1. The reorganization of the Department of Education should not have been made in 1926, but the management of the education of the state should have been left as it was in 1812.
2. The principles upon which the Department of Education was reorganized — with definite executive and legislative authorities, and the co-ordination of all educational functions within the state, — are the principles upon which town and county government should be reorganized.
3. Extermination of caterpillar nests and all insects injurious to trees whether on private or public property should be a public duty.
4. Has the Biological Survey studied your part of the state? Is there any pollution of streams in your neighborhood? Do you think it could be stopped? How would you suggest going about it?
5. Should the people on the poor farms raise vegetables to sell in the markets of the near-by towns?
6. Should men in prisons make mattresses or furniture to be sold in stores?

WRITTEN WORK

Write an essay on "The Constitution of the State of New York." In it answer the questions that follow: When was it adopted? How many times has it been amended? Why should it ever be amended? Reasons for your answers. What is the process of amending the constitution? Tell the content of two recent amendments.

CONSTITUTION OF THE UNITED STATES

[From the Constitution in the Department of State, except the headings in bold-faced type, which are inserted for the reader's convenience]

Preamble. We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE I. LEGISLATIVE DEPARTMENT

SECTION 1. Congress

Legislative powers vested. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

SECTION 2. House of Representatives

1. Composition; term; election. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislature.

2. Qualifications. No person shall be a representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

3. Apportionment of representatives and direct taxes. Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other persons.¹ The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of representatives shall not exceed one for every thirty thousand, but each State shall have at least one representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

4. Filling vacancies. When vacancies happen in the representation from any State, the executive authority thereof shall issue writs of election to fill such vacancies.

5. Officers; impeachment. The House of Representatives shall choose their speaker and other officers, and shall have the sole power of impeachment.

¹ Modified by the 14th and 16th Amendments.

SECTION 3. Senate

1. **Composition; term.** The Senate of the United States shall be composed of two senators from each State, chosen [by the legislature thereof]¹ for six years; and each senator shall have one vote.

2. **Classification.** Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one third may be chosen every second year; [and if vacancies happen by resignation, or otherwise during the recess of the legislature of any State, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.]¹

3. **Qualifications.** No person shall be a senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

4. **President of Senate.** The Vice President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

5. **Other officers.** The Senate shall choose their other officers, and also a president *pro tempore*, in the absence of the Vice President, or when he shall exercise the office of President of the United States.

6. **Trial of impeachments.** The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the chief justice shall preside: and no person shall be convicted without the concurrence of two thirds of the members present.

7. **Judgment in case of conviction.** Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States: but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

SECTION 4. Both Houses

1. **Regulation of elections.** The times, places, and manner of holding elections for senators and representatives, shall be prescribed in each State by the legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing senators.

2. **Meeting of Congress.** The Congress shall assemble at least once in every year, [and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.]²

SECTION 5. The Houses Separately

1. **Admission of members; quorum.** Each House shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each House may provide.

2. **Rules of proceeding.** Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member.

3. **Journal.** Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either House on

¹Superseded by the 17th Amendment.

²Superseded by the 20th Amendment.

any question shall, at the desire of one fifth of those present, be entered on the journal.

4. **Adjournment.** Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting.

SECTION 6. Privileges and Disabilities of Members

1. **Pay and privileges of members.** The senators and representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the Treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for any speech or debate in either House, they shall not be questioned in any other place.

2. **Holding other offices prohibited.** No senator or representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States shall be a member of either House during his continuance in office.

SECTION 7. Method of Making Laws

1. **Revenue bills.** All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

2. **How bills become laws.** Every bill which shall have passed the House of Representatives and the Senate, shall, before it become a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

3. **The President's approval or disapproval (veto power).** Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

SECTION 8. Powers Granted to Congress

1-17. **Enumerated powers.** 1. The Congress shall have power to lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States;

2. To borrow money on the credit of the United States;

3. To regulate commerce with foreign nations, and among the several States, and with the Indian tribes;

4. To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;
5. To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;
6. To provide for the punishment of counterfeiting the securities and current coin of the United States;
7. To establish post offices and post roads;
8. To promote the progress of science and useful arts by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;
9. To constitute tribunals inferior to the Supreme Court;
10. To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;
11. To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;
12. To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;
13. To provide and maintain a navy;
14. To make rules for the government and regulation of the land and naval forces;
15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections and repel invasions;
16. To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;
17. To exercise exclusive legislation in all cases whatsoever, over such district (not exceeding ten miles square) as may, by cession of particular States and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the State in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings; and
18. **Implied powers.** To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or officer thereof.¹

SECTION 9. Powers Forbidden to the United States²

- 1-6. **Prohibitions on Congress.** 1. The migration or importation of such persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.
2. The privilege of the writ of *habeas corpus* shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.
3. No bill of attainder or *ex post facto* law shall be passed.
4. No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.
5. No tax or duty shall be laid on articles exported from any State.
6. No preference shall be given by any regulation of commerce or revenue to the ports of one State over those of another: nor shall vessels bound to, or from, one State be obliged to enter, clear, or pay duties in another.

¹ The so-called "Elastic Clause" of the Constitution.

² For other powers forbidden to the United States, see Amendments 1 to 10.

7. **Public money, how drawn.** No money shall be drawn from the treasury, but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

8. **Titles of nobility prohibited.** No title of nobility shall be granted by the United States: and no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title of any kind whatever, from any king, prince, or foreign State.

SECTION 10. Powers Forbidden to States

1. **Absolute prohibitions on the states.** No State shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, *ex post facto* law, or law impairing the obligation of contracts, or grant any title of nobility.

2. **States not to levy duties.** No State shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws: and the net produce of all duties and imposts laid by any State on imports or exports, shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

3. **Other prohibitions on the states.** No State shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another State, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

ARTICLE II. EXECUTIVE DEPARTMENT

SECTION 1. President and Vice President

1. **Executive power vested; term of President.** The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice President, chosen for the same term, be elected as follows

2. **Electors.** Each State shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of senators and representatives to which the State may be entitled in the Congress: but no senator or representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

Former method of electing President and Vice President.¹ [The electors shall meet in their respective States, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same State with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the president of the Senate. The president of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said house shall in like manner choose the President. But in choosing the President, the votes shall be taken by States, the representation

¹ This paragraph is superseded by the 12th Amendment.

from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice President.]

3. **Time of elections.** The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

4. **Qualifications of the President.** No person except a natural born citizen, or a citizen of the United States, at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

5. **Provision in case of the President's disability.** In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

6. **The President's salary.** The President shall, at stated times, receive for his services a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

7. **Oath of office.** Before he enter on the execution of his office, he shall take the following oath or affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

SECTION 2. Powers of the President

1. **Military powers; reprieves and pardons.** The President shall be commander in chief of the army and navy of the United States, and of the militia of the several States, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

2. **Treaties; appointments.** He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

3. **Filling vacancies.** The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

SECTION 3. Other Powers and Duties

Messages; extra sessions; receiving ambassadors; execution of laws. He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall

judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

SECTION 4. Impeachment

How officers may be removed. The President, Vice President, and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

ARTICLE III. JUDICIAL DEPARTMENT

SECTION 1. Federal Courts

Judicial power vested; judges. The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services, a compensation which shall not be diminished during their continuance in office.

SECTION 2. Jurisdiction of United States Courts

1. **Federal courts in general.** The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority;—to all cases affecting ambassadors, other public ministers and consuls;—to all cases of admiralty and maritime jurisdiction;—to controversies to which the United States shall be a party;—to controversies between two or more States;—between a State and citizens of another State;¹—between citizens of different States,—between citizens of the same State claiming lands under grants of different States, and between a State, or the citizens thereof, and foreign States, citizens or subjects.

2. **Supreme Court.** In all cases affecting ambassadors, other public ministers and consuls, and those in which a State shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

3. **Rules respecting trials.** The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the State where the said crimes shall have been committed; but when not committed within any State, the trial shall be at such place or places as the Congress may by law have directed.

SECTION 3. Treason

1. **Treason defined; evidence necessary.** Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

2. **How punished.** The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attainted.

¹The 11th Amendment restricts this clause to apply only to suits by a state against citizens of another state.

ARTICLE IV. RELATIONS OF THE STATES**SECTION 1. Credit to Acts, Records, and Court Proceedings**

Interstate comity. Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State. And the Congress may by general laws prescribe the manner in which such acts, records and proceedings shall be proved, and the effect thereof.

SECTION 2. Duties of States to States

1. Privileges of citizens of states. The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.

2. Extradition. A person charged in any State with treason, felony, or other crime, who shall flee from justice, and be found in another State, shall on demand of the executive authority of the State from which he fled, be delivered up to be removed to the State having jurisdiction of the crime.

3. Fugitive slaves. No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.¹

SECTION 3. New States and Territories

1. New states, how formed and admitted. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the jurisdiction of any other State; nor any State be formed by the junction of two or more States, or parts of States, without the consent of the legislatures of the States concerned as well as of the Congress.

2. Power of Congress over territory and property. The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular State.

SECTION 4. Protection to the States

Republican government; protection against invasion and rebellion. The United States shall guarantee to every State in this Union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened) against domestic violence.

ARTICLE V. AMENDMENTS

How the Constitution may be amended. The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several States, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three fourths of the several States, or by conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; Provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no State, without its consent, shall be deprived of its equal suffrage in the Senate.

¹ This clause was practically superseded by the 13th Amendment.

ARTICLE VI. GENERAL PROVISIONS

1. **Validity of debts recognized.** All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

2. **Supreme law of the land.** This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every State shall be bound thereby, anything in the Constitution or laws of any State to the contrary notwithstanding.

3. **Official oath.** The senators and representatives before mentioned, and the members of the several State legislatures, and all executive and judicial officers, both of the United States, and of the several States, shall be bound by oath or affirmation to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE VII. RATIFICATION OF THE CONSTITUTION

When the Constitution should go into effect. The ratification of the conventions of nine States shall be sufficient for the establishment of this Constitution between the States so ratifying the same.

Done in Convention by the unanimous consent of the States present the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty-seven, and of the independence of the United States of America the twelfth. In witness whereof we have hereunto subscribed our names,

Go: WASHINGTON—

Presidt. and Deputy from Virginia.

(Signed also by thirty-eight other delegates, from twelve states.)

AMENDMENTS TO THE CONSTITUTION

ARTICLES I-X¹. BILL OF RIGHTS

ARTICLE I

Freedom of religion, speech, the press, and of assembly and petition. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

ARTICLE II

Right to bear arms. A well regulated militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.

ARTICLE III

Quartering of troops. No soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war. but in a manner to be prescribed by law.

¹The first ten Amendments were adopted in 1791.

ARTICLE IV

Protection against search. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

ARTICLE V

The individual guaranteed protection in trials and the right to his life, liberty, and property. No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

ARTICLE VI

Rights of an accused person in criminal cases. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

ARTICLE VII

Suits at common law. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

ARTICLE VIII

Bail, fines, punishment. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

ARTICLE IX

Regarding rights not enumerated. The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

ARTICLE X

Powers reserved to states and the people. The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

ARTICLE XI¹. STATES NOT TO BE SUED

Amendment to Article III, Section 2, Clause 1. The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States, by citizens of another State, or by citizens or subjects of any foreign State.

¹ Adopted in 1798.

ARTICLE XII¹. ELECTION OF PRESIDENT AND VICE PRESIDENT

Amendment to Article II, Section 1, Clause 2. The electors shall meet in their respective States, and vote by ballot for President and Vice President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice President, and they shall make distinct lists of all persons voted for as President and of all persons voted for as Vice President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the president of the Senate;—The president of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;—The person having the greatest number of votes for President shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, [before the fourth day of March next following,]² then the Vice President shall act as President, as in the case of the death or other constitutional disability of the President. The person having the greatest number of votes as Vice President shall be the Vice President, if such number be a majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice President; a quorum for the purpose shall consist of two thirds of the whole number of senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice President of the United States.

ARTICLE XIII³. SLAVERY ABOLISHED

SECTION I

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

SECTION 2

Congress shall have power to enforce this article by appropriate legislation.

ARTICLE XIV⁴. PROTECTION OF FREEDMEN, ETC.

SECTION I

Definition of citizen; states shall not abridge privileges of citizens. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

¹ Adopted in 1804. ² Changed by 20th Amendment. ³ Adopted in 1865. ⁴ Adopted in 1868.

SECTION 2

Apportionment of representatives. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, representatives in Congress, the executive and judicial officers of a State, or the members of the legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

SECTION 3

Loss of political privileges. No person shall be a senator or representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two thirds of each House, remove such disability.

SECTION 4

Public debts. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

SECTION 5

The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

ARTICLE XV¹. NEGRO SUFFRAGE

SECTION 1

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

SECTION 2

The Congress shall have power to enforce this article by appropriate legislation.

ARTICLE XVI². INCOME TAXES

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

¹ Adopted in 1870.

² Adopted in 1913.

ARTICLE XVII.¹ ELECTION OF SENATORS

Amendment to Article 1, Section 3, Clauses 1 and 2. The Senate of the United States shall be composed of two senators from each State, elected by the people thereof, for six years; and each senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: *Provided*, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any senator chosen before it becomes valid as part of the Constitution.

[ARTICLE XVIII.² PROHIBITION

SECTION 1

After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

SECTION 2

The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

SECTION 3

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.]

ARTICLE XIX.³ WOMAN SUFFRAGE

SECTION 1

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

SECTION 2

Congress shall have power, by appropriate legislation, to enforce the provisions of this article.

¹ Adopted in 1913. ² Adopted in 1919; repealed by Art. XXI in 1933. ³ Adopted in 1920.

ARTICLE XX.¹ PRESIDENTIAL AND CONGRESSIONAL TERMS

Section 1. The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of senators and representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

Section 3. If, at the time fixed for the beginning of the term of the President, the President-elect shall have died, the Vice President-elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President-elect shall have failed to qualify, then the Vice President-elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President-elect nor a Vice President-elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such persons shall act accordingly until a President or Vice President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

Section 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

ARTICLE XXI.² REPEAL OF PROHIBITION

Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

¹ Adopted in 1933.

² Adopted in 1933.

INDEX

- Abbott, Lyman, quoted, 18
- Accidents, a cause of blindness, 158; a cause of poverty, 173; compensation, 397, 446; Employer's Liability, 397, 446; insurance, 177, 397, 446; personal injury, 95, 162, 174, 223; prevention of, 95-96, 176; study of, 176; Workingmen's Compensation laws, 397, 447
- Actuaries, 575
- Advantages, of rural communities, 42-43; of urban communities, 44. *See also* Disadvantages
- Advertising, 510, 511
- Aged, the, 162-163
- Agencies, for industrial peace, 396-398
- Agreements, trade, 397
- Agricultural Adjustment Administration, 243
- Agricultural colleges, 240-241
- Agriculture, Department of, 241-242, 478; beginnings of, 563; government aid, 241-243; importance of, 234-235, 564; state aid, 240-241, 447. *See also* Farms, Farming
- Air mail service, 263
- Airplanes, 268-270, 89, 92, 241, 242, 263
- Akron* (dirigible), 269
- Albion, State Training School, 626
- Aliens, 279-294; defined, 279; duties of, 287; naturalization, 283-285; privileges of, 280-281
- Ambassadors, 537, 538
- Amendments to the United States Constitution, 469-470, 561
- American Association for the Study and Prevention of Infant Mortality, 68
- American Child Health Association, 68
- American Foundation for the Blind, 160
- American Medical Association, 67
- American Public Health Association, 67
- American Red Cross, 67, 159
- Amusements. *See* Recreation
- Animals, wild, 447; domesticated by primitive man, 562
- Annuities, 576-577
- Anthropologists, 562, 563
- Appeals, 456, 459, 484, 590
- Appellate jurisdiction, 484
- Arbitration, 394-395, 397
- Assemblage, freedom of, 513
- Assessed values, 493
- Assessments, property, 592, 595
- Assessor, 492, 599
- Athletics, 107
- Attorneys, 457; district, 484; prosecuting, 457
- Auburn Prison, 191
- Auditor, 454
- Automobiles, 42, 92, 238, 261, 265, 266, 267
- Aviation, 268. *See also* Airplanes
- Avocations, 571-572
- Ballots, 517-518
- Bankers, 319
- Bank for International Settlements, 544
- Bank notes, 349
- Banks, 242, 351-355, 575, 577; Building and Loan Associations, 575, 577; checks, 351, 353; commercial, 351-353; Federal Land, 355; Federal Reserve Bank, 354-355, 479; functions of, 353; government, 353-355, 575; investment, 353; national, 353, 354; savings, 353, 355, 575, 577; state, 353, 354; trust companies, 353
- Bargaining, collective, 394-395
- Barter, 345-346
- Batavia, State School for the Blind, 615
- Bell, Alexander Graham, 270
- Bell Telephone Company, 341
- Bertillon system, 190
- Billboards, 145
- Bill of attainder, 286; of exchange, 351; of Rights, 469, 513; legislative, 450-451
- Biological Survey (New York), 635-636
- Birds, 447
- Blacklists, 394
- Blind, the, 155-161; assisted by dogs, 159; education of, in N. Y., 615; opportunities for, 159
- Blindness, 155-161; causes of, 158-159

- Blue-sky laws, 96, 446
 Board of Directors, 341; Health, 60-67;
 of Mediation, 397; Regents, 607-609;
 Social Welfare, 623-624; Town Super-
 visors, 605
 Bonds, 341, 446; government, 502-503
 Bonus, 370
 Boroughs, 425, 428
 Boston, 217
 Boycotts, 394
 Boy Scouts, 25, 67, 87
 Braille, 156, 158
 Bridges, 266-267
 Brokers, 319
 Bronze Age, 563
 Broome County, 598
 Budgets, 226, 384, 502, 573, 578-581;
 form of, 580-581; in social planning,
 580-581
 Buffalo, assessed valuations in, 595
 Building and Loan Associations, 575, 577
 Bureau of Education, 129
 Bureau of Home Economics, 241
 Bureau of Naturalization, 285
 Bureau of Public Health Service, 66-67
 Bureau of the Budget, 502
 Business, freedom of, 322; organization,
 341-342; profits, 322-323; reserves,
 369; restraint of big, 393; World,
 317-333

 Cabinet, 477, 478
 Canals, 257-259
 Cape Cod Canal, 259
 Capital, 338-341, 327-328, 364
 Capitalism, 327-328
 Capitalists, 395
 Capital punishment, 194
 Cazenovia, Central School District, 600-
 601
 Census, 470
 Central School Districts, 600-602
 Chamber of Commerce, United States, 90
 Character, traits of, 300-304
 Chargés d'affaires, 537
 Charities, organized, 176-178; rural,
 247; state aid, 445-447; state board
 of, 454
 Charters, bank, 353; city, 434; corpora-
 tions, 341
 Checks, 351, 353
 Chicago, 141
 Child Guidance, 626-627
 Child labor, 399, 209, 446, 569
 Children, care of, 206-207, 208, 211;
 in industry, 399, 209, 446; orphaned,
 163-164; sub-normal, 164

 Children's Bureau, 398
 Cholera, 71
 Churches, aims and ideals, 24-26
 Circuit Courts (state), 456
 Circuit Courts (United States), 482
 Cities, 217-233, 44-46, 139-144, 431-434,
 456; budget, 226; charters, 217, 434;
 council, 432; courts, 455-456; early
 American, 217; government, 431-434,
 see City government; health in, 221-
 222; ideal, 227-228; influence on
 family life, 205-206; life in, 223-224;
 planning, 139-144, 220; population,
 222-223; problems, 143-144; reasons
 for growth, 218; slums, 143-144;
 zoning, 142-143. *See also* Communi-
 ties
 Citizens, 279-294, 9; by birthright, 282-
 283; by naturalization, 283; defined,
 279-280; duties of, 286-287; rights of,
 285-286, 442, 514-515. *See also* Citi-
 zenship
 Citizenship, defined, 282-283; duties of,
 286-287; how obtained, 282-285;
 loss of, 285; preparation for, 8-9, 24;
 qualities of, 410; standards of, 417-
 418; training in, 287-289, 299;
 World, 533-552
 City government, 431-434, 597; city
 manager type, 433-434, 438; commis-
 sion type, 432-433, 438; cost of, 226;
 mayor-council type, 431-432, 437
 Civic Pride, 136-152
 Civilization, achievements, 564; early
 types, 561-563
 Civil Service, 454
 Civil Service Commission, United States,
 477, 479
 Civil trials, 456-459
 Cleanliness, 71-73, 63-64; importance
 of, 71-72; in the home, 72-73; in the
 community, 63-64, 73; personal, 71-
 72
 Clerks, 307, 319; town, 598
Clermont (steamboat), 257
 Closed shop, 394-395
 Clubs, 28-30; farm, 239-240; Political,
 521
 Codes, industrial, 393, 399
 Colds, 73-74
 Collective bargaining, 394-395
 Colleges, 123, 299-300; Agricultural,
 240-241
 Commercial paper, 349
 Committees, legislative, 448-450, 473
 Common Carriers, 393
 Communication, 269-272; effect of

- development of, 560; value of investments in, 320
- Communities, 40-54, 30-33; affected by crime, 186-188; affected by poverty, 174-176; benefits of, 7-8, 31; characteristics, 41, 47-50; city nuisances, 144-146; city planning, 139-144; dependent upon transportation and communication, 255-256; government, 423-441; growth of, 138-139; health rules, 61-65; ideal, 46-50, 33; importance of location, 40-41; local history, 31-32; made up of individuals, 32, 9; relief of the poor, 178; rural, 42-44, 245-247; urban, 44-46; welfare work, 178, 369. *See also* Cities
- Community Chest, 177
- Community Spirit, 222
- Competition, 326-327, 356
- Comptroller, 454
- Confederation, Articles of, 468-469
- Congress, 471-475, 416
- Congressional Directory, 479
- Conservation, 447, 628-636; in New York State, 628-636
- Constable, 93, 589
- Constitution, State, 444-445
- Constitution, United States, 469-470, 443, 444, 553; Amendments, 469-470, 561; preamble of, 412
- Consular service, 537-538
- Consuls, 538
- Consumers, 343
- Consumer's goods, 380
- Consumption, 380-381, 385-386; productive, 381
- Contracts, 324-325
- Coöperative Marketing, 244, 344
- Copyrights, 481
- Cornell University, 608
- Corner the market, 392
- Coroner, 587
- Corporations, 341-342
- Corrupt Practices Acts, 523
- Costs, human, 365-367; money, 365-367
- Councilmen, town, 598
- Counterfeiting, 348, 591
- Counties, 428-431, 442
- County Courts, 455, 590
- County government, County Manager Plan, 606; County President Plan, 606; Pure County Manager Plan, 606; in New York, 586-588, 604-606
- Courts, 187, 193, 455-459, 482-484, 589-591; appeals, 456, 459, 484, 590; Appellate Division, 590; Circuit (state), 456; Circuit (United States), 482, 483; City, 455-456, 590; County, 455, 590; District (State), 455; District (United States), 482-484; Domestic Relations, 209, 456; Federal, 482-484, 591; Justice of the Peace, 455; Juvenile, 194-195, 456, 591; Municipal, 455-456; Naturalization, 283-285; Night, 456; of Claims, 483, 591; of Customs and Patent Appeals, 483; Police, 590; rooms, 459-460; sentences, 458-459, 457; Small Claims, 456; state, 454-456, 591; Superior, 456; Supreme (state), 456, 590; Supreme (United States), 482-484; Surrogate, 591; Traffic, Municipal, 456; treatment of criminals, 187-188; trials, 457-459; verdicts, 459; World Court, 546-547
- Credit, 349-355, 340
- Crime, 184-200; causes of, 185-188; detection of, 189-190; prevention of, 187-188; punishment for, 190-194
- Criminals, 188-196, 443-444; juvenile, 194-195; pardon, 453; trials, 457-459
- Crippled, the, 162
- Cumulative sentence, 193-194
- Currency, 352, 356
- Customs, United States, 500-501
- Dairying, 564, 566
- Deaf-mutes, 160-161, 614-615; education of, in New York, 614-615; opportunities for, 160
- Deafness, 160; causes of, 160
- Degeneracy, 173
- Delinquents, care of, in New York, 618-619
- Democracy, 414-418; advantages of, 415-416; defined, 414-415; direct, 416-417; representative, 416
- Denver, 349
- Diminishing utility, law of, 383-384
- Diplomatic corps, 537-538
- Directors, Board of, 341
- Dirigibles, 268
- Disadvantages, of rural communities, 42-43; of urban communities, 44-46. *See also* Advantages
- Disease, contagious, 61, 63, 67, 71, 73, 158, 222; occupational, 446
- Distribution, of goods, 343-345, 323, 326-327; of incomes, 367-368; of wealth, 363-379

- District attorneys, 484
 District Courts (state), 455
 District Courts (United States), 482
 District of Columbia, 473
 Division of Industrial Relations (New York), 637; Parole, 619
 Divorce, 209-210, 173, 208, 445
 Doctors, 306
 Dogs, trained to assist the Blind, 159
 Domestic Relations Courts, 209, 456
 Drafts, 351
 Dumb, the, 160. *See* Deaf-mutes

 Earning a living, 297-298, 571-572
 Economic security, 572-581
 Economists, 335
 Education, 117-135, 27-28, 446, 454;
 agencies of, 126; benefits to the community, 120; definitions, 118, 110;
 early methods, 120-121; influence of public opinion, 511-512; rural, 238-239; value of, 117-120; vocational, 479
 Education in New York, 593-594, 607-618; cost of, 593, 594; for the handicapped, 612-615
 Election districts, 516
 Elections, 515-518; presidential, 527
 Electoral college, 475
 Elementary Schools, 122
 Elmira Reformatory, 617, 618
 Eminent domain, 503
 Employees, 394
 Employers, 394-395
 Employers' Liability laws, 397, 446
 Employment, securing, 303-304
 Enabling act, 444
 Engineers, 305-306
 Enterprisers, 341
 Entrepreneurs, 341
 Environment, physical, 13-14; social, 15, 186
 Epidemics, 57, 65, 222
 Epileptics, 162
 Erie Canal, 258
 Exchange, bill of, 351; medium of, 345-347; of goods, 344-345, 321
 Excise tax, 501
 Executives, State, 452-454; U. S. Govt., 476-479
 Exercise, value of, 59-60
 Expenditures, New York State Government, 593-594; personal, 572-574; state, 496; United States Government, 497-499, 493
 Expense, operating, 364
Ex post facto law, 285

 Factory workers, 307-308
 Fairs, 240
 Family, the, 23-24; division of labor, 555; income, 209, 368; modern, 24, 203-216; primitive, 23. *See also* the Home
 Family life, influence of machinery, 204-205; influence of the city, 205-206
 Farm, Clubs and Associations, 239-240; implements, 237-238; institutes, 240; labor, 237-238; life, 235-236, 239-240, 245, 247; tenants, 244-245
 Farm Credit Administration, 242-243
 Farm Loan Associations, 355
 Farm Relief Act, 242
 Farming, 234-250, 308; government aid, 241-243; state aid, 240-241, 447
 Fearon Amendment, 602-606
 Federal Board of Vocational Education, 479
 Federal Government, 411
 Federal Land Banks, 242, 355
 Federal Radio Commission, 271, 479
 Federal Reserve Bank, 354-355, 479
 Federal Trade Commission, 479
 Federal Water Power Commission, 479
 Feeble-minded, the, 164
 Felonies, 184
 Fire, causes of, 81-87; forest, 87-89, 268; insurance, 90-91; losses, 90-91; prevention, 87-90
 Fish hatcheries, New York, 634-635
 Flag, the, 445
 Flies, house, 63, 64, 72
 Forces of nature, 335
 Foreign affairs, 536-538
 Forests, conservation of, 447
 Franchise, 227
 Fraud, 96
 Freedom, of assemblage, 513; of business, 322; of speech, 286, 513; of the press, 286, 513; of worship, 286, 443
 Fugitives from justice, 442-443

 Gallaudet College, 161
 Galveston, 432-433
 Garbage disposal, 61, 63, 221
 Girl Scouts, 25, 67, 87
 Goethals, George W., 258
 Gold, 346-350, 320; standard, 347
 Goldsmiths, 351-352
 Goods, consumer's, 380; defined, 335; distribution of, 343-345, 323, 326-327; division of labor in production of, 556-557; exchange of, 344-345, 320; value of, 320
 Good will, 535-536

- Government, 409-507; bonds, 502-503; cost of, 491-507; defined, 409-410; federal, 411; guarantee of money, 347; kinds of, 413-414; local, 423-441, 494-495, *see* Local Government; need for, 411-412; purpose of, 16; reasons for, 412-413; safeguards to life and property, 80; socialist, 414; State, 442-467, 496-497; United States, 468-491, 497-503. *See* United States Government
- Government in New York State, 586-637; cost of, 591-597; county, 586-588, 602-606; methods of, 586-591; organization of, 597-600; town, 586-588, 597-600; reform in, 596-606; social benefits of, 607-637; social responsibility of, 567-568
- Governor, 452-453, 443, 444
- Governor, lieutenant, 454
- Graf Zeppelin* (dirigible), 268
- Grand jury, 458
- Group living, 22-39
- Groups, political, 33, 411
- Guilds, 326, 370
- Habeas corpus, law of, 286
- Handicapped, the, 155-170, 612-615
- Handicaps, mental and physical, 155, 612-615
- Handicrafts, beginnings of, 563; survival of, 564
- Hawaiian Islands, 283
- Hawley, Gideon, 607
- Health, 57-79, 12, 13, 48; agencies, 67-68, 176; aided by science, 12-13; Board of, 60-67; coöperative control, 67-68; defined, 57, 58; education in New York State, 619-623, 624-627; effect of poverty, 173, 175, 176; effect on crime, 185-186; importance of cleanliness, 71-73; importance of pure air, 69-70; importance of pure food, 68-69; importance of water supply, 70-71; in cities, 221-222; individual and community, 57; public, 60-67; state board of, 454
- High Schools, 122-123, 128; courses of study, 298-299
- Highways, 260-262; federal aid, 261-262
- Hobbies, 108, 110, 302
- Home, the, 7-9, 23-24, 203-213; importance of, 8; laws affecting, 209-210; maintaining, 208-211; rural, 235-236
- Home life, ideal, 210-211
- Hospitalization, in New York State, 619-623, 625-626
- Hospitals, 67, 164, 165, 172, 176, 300, 621, 626
- House of Representatives, State, 448, 450; United States, 470-475
- Humanity, 3-4
- Hygiene, personal, 13, 71
- Idiots, 164
- Imagination, 4-5
- Imbeciles, 164
- Immigration Bureau, 285
- Impeachment, 455, 474
- Income, Division of, New York State, 579
- Incomes, 367-368; equalizing, 370-371; family, 368; money, 368; national, 367, 492, 501; real, 368, 370; taxes, 370, 500
- Indeterminate sentence, 193
- Indian schools, 615, 616-618
- Indictment, 458
- Individual, the, 3-21; handicapped, 155-165; health of, 57-59; influence of environment, 13-15; influence of public opinion, 508-514; in industry, 9-10, 297-312; in school, 8, 117-132; in society, 6-7, 22-54; in the community, 8, 22-54; in the home, 7-9, 24, 203-213; in the state and nation, 9, 423, 442, 467; rights of, 16, 279
- Individuality, 4, 304
- Individuals, in groups, 22-39; in business, 33; in the church, 24-26; in the club, 28-30; in the community, 30-33; in the family, 23-24; in the school, 27-28
- Industrial agencies, state and national, 398
- Industrial evolution, 561-564; savage period, 561, 562; pastoral period, 562, 563; agricultural period, 563; handicraft period, 563; industrial period, 559-561, 566-567
- Industrial Revolution, 257, 321, 327, 339, 368-369, 399, 559-561
- Industrial Service Bureau, New York State, 611
- Industries, 318-319, *see also* Occupations; codes, 393, 394, 399; interdependence between, 337-338; labor problems, 391-405; warfare between capital and labor, 394-401
- Infantile paralysis, 162
- Infirm, the, 162, 163
- Inheritance, social, 14-15

- Initiative, 416, 511
 Injunctions, 395
 Inoculation, 63
 Insane, the, 164
 Insects, 63, 64, 236, 241, 268
 Installment buying, 209, 350
 Instincts, 12-13
 Insurance, 364; fire, 91; life, 575-577;
 basis of life, 575; types of life, 576-
 577; unemployment, 369-370
 Intelligence, 119-120
 Interdependence, of people, 557, 558;
 of nations, 557, 558
 Interest, 352-353, 503, 575
 Internal revenue, 497
 Internationalism, 533-537
 International Labor Organization, 544;
 law, 541-542; misunderstandings,
 542-543; organizations for peace,
 543-547; Postal Union, 544; tele-
 graph association, 544
 Interstate Commerce Commission, 264-
 266, 393, 477
 Interviews, 303-304
 Inventions, 339, 559-561
 Inventors, 305-306
 Investments, 341, 577
 Irrigation, 14

 Jobs, blind alley, 308, 399; finding, 302-
 304; importance of, 569-571; as avo-
 cations, 571-572
 Judges, 416, 456, 484
 Judgment, 457, 459
 Junior High Schools, 123
 Junior Police Force, 96-97
 Juries, 457-459; grand, 458; petit, 458
 Justice, administration of, 443; fugitives
 from, 443-444
 Justice of the Peace, 455, 599
 Juvenile Courts, 194-195, 456

 Keller, Helen, 155-156
 Kindergarten, 122
 Kings College (Columbia University),
 607
 Kirkland Act, 598-600

 Labor, 335-338, 555-558; between
 nations, 557, 558; child, 399, 209, 446
 569; conditions of, 394-401, 305; divi-
 sion of, 335-338, 555-558; exchange of,
 558; factory, 308; farm, 236-238;
 in family, 555; in production, 556,
 557; in industry, 556, 557; problems,
 391-405; specialization of, 321, 335-
 338; state bureau, 446; unions, 394-
 395, 446; wages of, 364, 367-370, 392;
 women, 398-400, 209, 446
 Labor Department, New York, 636-637
Laissez-faire, 325-326, 413-414
 Lake Clair tree nursery, 630
 Land, 335, 364; value of, 320
 Law and Order, 96-97, 445; interna-
 tional, 541-542; civil and criminal,
 443-444; making of, 450-451, 464,
 474-475
 League of Nations, 545-547
 Legislature, State, 447-452, 416; United
 States, 470-475, 416
 Leisure, use of, 108-111, 208
 L'Enfant, Pierre, 140
 Libraries, 107, 126, 206, 236
 Library of Congress, 480
 Lieutenant governor, 454, 448
 Life, agricultural stage, 563; in cities,
 222-224; in rural America, 558-559;
 hunting stage, 561-562; on farms,
 235-236, 239-240, 245, 247; pastoral
 stage, 562-563; span of, 74
 Lincoln, Abraham, quoted, 7
 Lindbergh, Charles A., 268-269, 551
 Lip reading, 160
 Liquor taxes, 501
 Living, business of, 555-581; earning a,
 297-303, 555-581; standard of, 384-
 385
 Loans, 351-352
 Lobbying, 451-452
 Local Government, 423-441, 494-495,
 586-605; cities, 431-434; communi-
 ties, 423; costs of, 591-597; county,
 428-431, 586-588; functions of, 424-
 425, 427-428, 586-588, 604-606; merits
 of, 435; origin of, 586-588; relation-
 ship to state, 434-435; sources of rev-
 enue, 592-593; rural, 424-431; town,
 424-425, 427-428; township, 425-426,
 428; urban, 431-434
 Lockouts, 394
 Lowville tree nursery, 630

 Machinery, effect on city growth, 218;
 in dairying, 566; influence on family
 life, 204-205; introduction of, 327,
 339-340, 559; farm, 236-238
 Mail order houses, 236, 344
 Mails, 262-263; rural delivery, 236
 Majority, 473
 Management, 341-342
 Manufacturing, 318
 Marconi, Guglielmo, 270
 Marketing, 343-345; coöperative, 243-
 244, 344

- Markets, corner on, 392; producing for, 321, 334-335
- Marriage laws, 209-210, 445
- Marshals, 484
- Masefield, John, "Cargoes," 583
- Materials, raw, 335
- Mediation, boards of, 397
- Mental hygiene, 624-626; cost of, in New York, 593
- Metals, first work in, 563
- Michigan Congress of Parents and Teachers, 47-50
- Middlemen, 343-344
- Militia, 94-95, 453, 474
- Milk supply, 62, 63, 221
- Mind, the human, 5-6
- Minerals, conservation of, 446
- Ministers (diplomats), 537, 538
- Mints, 349
- Misdemeanors, 184
- Misunderstandings, international, 542-543
- Money, 345-349, 320, 340; counterfeiting, 348, 591; guarantee of value, 347; paper, 349, 347; United States, 348-349; variation in value, 356, 368
- Monopolies, 392-393
- Morons, 164
- Morristown, 159
- Morse, Samuel F. B., 270
- Mothers, 207-208
- Mother's Day, 211-212
- Motor transportation, 266. *See also* Automobiles
- Municipal Courts, 456-457
- Municipal ownership, 227
- Municipal Traffic Courts, 456
- National Banks, 353, 354
- National Board of Fire Underwriters, 90
- National Board of Vocational Training, 159
- National Child Labor Committee, 67
- National Committee for the Prevention of Blindness, 160
- National defense, 481-482, 498-499
- National Fire Protection Association, 90
- National Guard, 94, 481
- Nationalism, 533-537
- National Labor Board, 397-398
- National Organizations for Public Health Nursing, 68
- National Recovery Administration, 249, 285
- National Relief Administration, 176
- Nations, interdependence of, 536-537
- Nations, League of, 545-547
- Naturalization, 283-285
- Nature, forces of, 335
- Newspapers, 271-272, 510
- New York City, 142, 217, 225, 259, 580, 589
- New York State, apportionment of income, 595-596; biological survey, 635-636; Board of Regents, 607-609; Board of Social Welfare, 623-624; city government, 597; Commissioner of Education, 608; Commission for Revision of Tax Law, 597, 602, 603; Conservation Dept., 628-636; costs of government, 591-597; county government, 586-588, 602-606; courts, 589-591; Department of Correction, 618-619; Division of Industrial Relations, 637; Division of Parole, 619; Education Department, 607-618; educational benefits, 607-618; expenditures, 593-595; health education, 619-623, 624-626; hospitalization, 619-623, 625-626; Indian schools, 615-618; Industrial Service Bureau, 611; Labor Department, 636-637; Merchant Marine Academy, 614, 618; methods of government, 586-591; organization of government, 597-600; Parks and Reservations, 632-633; Planning Board, 637; Rehabilitation Division, 612-614; Schools for Blind, 615; social benefits, 607-637; social legislation, 627-628; sources of revenue, 592-593; Special Schools Bureau, 614-618; Tax Commission, 596; town government, 586-588, 597-600
- Night Courts, 456
- Noise nuisance, 145
- Nomination, public officials, 520-521
- Non-workers, 318
- Nursery, forest, 496, 628-630
- Nurses, 306, 300
- Nutrition, 623
- Occupations, choice of, 297-319
- Open shop, 394-395
- Operating expense, 364
- Opportunity, vocational, 297-298
- Orphans, 163-164
- Osborne, Thomas Mott, 191
- Ownership, municipal, 227; of property, 323-324, 443; private, 323, 327; public, 323-324
- Panama Canal, 258, 497
- Pan-American Union, 543-544
- Parks, 106, 143, 448

- Parochial schools, 125
 Parole, 194
 Parties, political, 519-523
 Passports, 482, 538
 Pastoral life, primitive, 562-563
 Patents, 481
 Paupers, 172
 Peace, 541; industrial, agencies for, 396-398; international organizations, 543-547
 Penn, William, 410, 140
 Pennsylvania Railroad Company, 341
 Pensions, 163, 165, 209, 498, 577
 Personality, 303-304
 Petit jury, 458
 Philadelphia, 140, 217, 349
 Pittsburgh, 41
 Planning, city, 139-144, 220
 Platform, party, 521-522
 Play, 59-60, 107-108
 Playgrounds, 106, 143
 Pneumonia, 73
 Police power, 445
 Police protection, 91-95, 187, 189-190, 589-591
 Political clubs, 521
 Political groups, 33, 411
 Political parties, 519-523; party funds, 522-523; party machine, 519-520; party organization, 519-520; party platform, 521-522
 Politicians, 521
 Politics, 519-523
 Pony Express, 262
 Poor, the, 170-171
 Population, cosmopolitan, 222-223; of cities, 217, 219, 222-223
 Post Office Department, 479-481, 95, 262-263, 308, 355
 Poverty, 170-183; a cause of crime, 186-187; causes of, 173-174; in city and country, 172-173; influence on health, 173, 175, 176; relief of, 178-179; remedies for, 176-179; results of, 174-176
 Power, purchasing, 356, 368
 Preamble of United States Constitution, 412
 Presidency, succession to, 476
 Presidential elections, 527
 President of the United States, 475, 476-479
 Press, the, 271-272, 509-510; freedom of, 286, 513
 Prevention of accidents, 95-96; of crime, 187-188; of fire, 86-87, 83-84, 89-90
 Price, 355-356
 Pride, civic, 136-152; in work done, 304; personal, 136-137
 Prisons, 190-192; in New York, 618-619
 Private ownership, 323, 327; property, 323-324; schools, 121, 124
 Probation, 195
 Production, defined, 335; exchange of goods, 344-345; factors of, 335; for the market, 321; mass, 339-340
 Profits, 364-367; desire for, 391-392; expectation of, 322-323; govern business, 327; gross, 365; net, 364-365; sharing, 396, 370
 Propaganda, 513
 Prosecuting attorney, 458
 Protection, against accidents, 95-96; against fraud, 96; of life and property, 80-97; police, 91-95
 Public affairs, study of, 572
 Public Health Service, 60-67; private organizations, 67-68
 Public opinion, 508-514; agencies of, 509-510; how formed, 509; influenced by propaganda, 513; influence on the individual, 514; methods of molding, 513-514; power of, 510-513
 Public Schools, 121-214; organization of, 128-129; support of, 129-130
 Public Utilities, 226-227
 Public works, cost of, in New York, 593
 Puerto Rico, 283
 Punishment, capital, 193
 Purchasing power, 356, 368
 Pure food laws, 95, 68-69
 Quarantine stations, 66-67
 Quarantining, 61, 73
 Questions, economic, 391-405
 Radio, 271, 42, 92, 190, 479, 510
 Railroads, 263-266; growth of, 265; Interstate Commerce Commission, 264-266, 393, 477; laws affecting, 393; United States Board of Mediation, 477
 Recall, 416, 511
 Recreation, 104-116, 26, 48; centers, 143; kinds of, 104-111; need for, 104-106; opportunities for, 106-108
 Referendum, 416, 511
 Reforestation, 628-631
 Rehabilitation Division, New York, 612-614
 Relief of poverty, 175-179
 Rent, 364

- Representatives, 416, 447-448, 470-471
 Resources, natural, 335
 Revenue, internal, 497; local, 494-495; national, 497-503; state, 496-497
 Roads, 260-262, 447, 593. *See also* Highways
 Rockefeller Foundation, 67
 Roosevelt, Franklin D., 4, 243, 285, 544
 Rural communities, 42-44, 245-247
 Rural economy, 558-559

 Sabotage, 394
 Safe-deposit boxes, 351
 Safety, 80-103
 St. Lawrence Canal, 259
 Salaries, 364
 San Francisco, 349
 Sanitary Code, 65
 Sanitary measures, 60-64
 Sanitation, defined, 71; in the community, 61-64, 73
 Saratoga Springs Authority, 628
 Sault Sainte Marie Canals, 259
Savannah (steam packet), 260
 Saving, 381-383, 574-575
 School Districts, Central, 600-602
 Schools, 121-124, 8, 26-28, 48; compulsory attendance, 127; consolidated, 601-602; denominational, 25, 125; elementary, 122; evening, 124; for blind, 615; for deaf and blind, 160-161; for mental defectives, 626; high schools, 122-123, 130; Indian, 616-618; junior high schools, 123; kindergartens, 122; parochial, 125; private, 125, 121; program of, 127-128; public, 121-125; pupil guidance, 128-129; rural, 124, 239; special, 123, 159, 161; summer, 123; vocational, 123
 Science, contribution to dairying, 566; in industrial growth, 566, 567
 Scientific aids, detection of crime, 190; health, 13
 Secretary of State, 543
 Securities, sale of, 446
 Self-government, 423
 Self-respect, 136-137
 Senate, state, 447-448; United States, 470-475, 443
 Senators, 471, 443
 Sentences, court, 193-194, 457, 459
 Sewage disposal, 61, 62, 63, 221
 Sheriff, 589
 Shop, closed, 394-395; councils, 396; open, 394-395
 Sick, care of, 73-74, 67
 Silver, 346-349, 320
 Slums, 143-144
 Small Claims Courts, 456
 Smoke nuisance, 144-145, 70, 221
 Social benefits of New York State Government, 607-637
 Social control of industry, 567-569
 Social legislation, 567-569, 627-628; inadequacy of, 569
 Social safeguards in dairying, 566
 Society, affected by crime, 186-188; affected by poverty, 174-176
 Society for the Study and Prevention of Tuberculosis, 67
 Soil erosion, 630
 Specialization of labor, 321, 335-338
 Special Schools Bureau, New York, 614-618
 Specie, 349
 Speech, freedom of, 286, 513
 Spending, 381-383; planning of, 572-574
 Sportsmanship, 60
 Stamp tax, 501, 580
 Standard of living, 384-385
 State, aid to local governments, New York, 594-596; apportionment of income, 595-596; Attorney General, 454; Banks, 353, 354; Board of Health, 65-66, 454; Constitution, 444-445, 553; Corrupt Practices Acts, 523; executives, 452-454; expenditures, 496; functions, 445-447; Government, 442-466, 496-497; hospitals for mental diseases, 624-626; House of Representatives, 448-449; industrial agencies, 398; judiciary, 455-457; labor bureau, 446; laws, 397-398; Legislature, 447-451; new, admission of, 444; part of the Federal System, 442-444; Police Forces, 93-95; powers of, 442-443; problems, 445-447; Secretary of State, 454; Senate, 447-450; sources of income, 592-593; Superintendent of Public Instruction, 454; Treasurer, 454
 Steam power, 327
 Steamships, 259-260, 257
 Stocks, 341, 446
 Strikes, 394, 511; sympathetic, 404
 Substitution, effect on monopolies, 392-393
 Suburbs, 220-221
 Success, 308-309; rules of, 301
 Suffolk County, 598
 Suffrage, 414, 514

- Sunday laws, 17
 Superior Courts, 456
 Supervisors, town, 598
 Supply and demand, 355-356
 Supreme Court, state, 456; United States, 482-484
 Suspended sentence, 193

 Tariff, 497, 500-501
 Taxation, 492-493, 506-507
 Taxes, 370, 364, 492-503, 506-507, 580, 593-597; collection, 595-597; corporation, 594; delinquent, 595; estate, 500; excise, 501; general property, 494, 596; gift, 370, 500; income, 370, 500, 593; inheritance, 370, 500; liquor, 501; poll, 496; sales, 501; school, 592; stamp, 501, 580; state income, 593; town receiver of, 595
 Taxpayers, individual, 503
 Tax rate, 493
 Telegraph, 269, 190
 Telephone, 269, 42, 92, 190
 Tenant farmers, 244-245
 Thrift, 11
 Tolerance, 535-536
 Tools and machinery, value of, 320
 Tools, hand, 327, 339
 Tools, machine, 339
 Tools, primitive, 561, 562, 563
 Town boards, 598; under Kirkland Act, 598-599
 Town government, 424-425, 426-427; in New York, 586-588, 597-600; incorporated, 426, 428; meeting, 424-425, 427
 Towns, wards, 598; chartered by states, 589; classification of, 598-600
 Townships, 425; government, 425-426, 428
 Trade agreements, 397
 Trademarks, 481
 Trade unions, 446
 Traffic Courts, Municipal, 456
 Traffic regulation, 92, 95, 143, 219, 373
 Training, in citizenship, 299; vocational, 299, 308
 Transportation, 254-278; by land, 260-267; by water, 257-260; effect on city growth, 218; effects of development, 560; importance of, 254-257; methods, 256, 266; motor, 266; railroads, 263-266; rural, 238; steamboats, 257-260; value of investments in, 320
 Travel, 268; by air, 268-269; for recreation, 109-110
 Trials, civil, 457-469; court, 457-459; criminal, 457-459
 Trusts, 393
 Tuberculosis, 63, 67, 620-622
 Typhoid, 71, 222

 Unemployment, 26, 173, 174, 186, 369-370; insurance, 369-370
 Unions, labor, 394-395, 446
 United States, Army, 481-482, 498-499; Aviation Corps, 482; Bureau of Education, 129; Bureau of Home Economics, 241; Board of Mediation, 477; Bureau of Naturalization, 285; Bureau of Public Health Service, 66-67; Bureau of the Budget, 502; Children's Bureau, 398; Civil Service Commission, 477-478; Coast Guard, 482; Congress, 470-475; Constitution, 469-470, 553; courts, 591; Customs, 500; Department of Agriculture, 241-242; Department of Justice, 95; Department of Labor, 398; Department of State, 537-538, 579; Department of the Treasury, 349; education, 600; Federal Board of Vocational Education, 479; Federal Land Banks, 242, 355; Federal Radio Commission, 271, 479; Federal Reserve Bank, 354-355; Federal Reserve Board, 479; Federal Trade Commission, 479; Federal Water Power Commission, 479; Forest Service, 88-89; Government, 467-490, 497-503, *see* United States government and subheads under; Great Seal, 467; Immigration Bureau, 285; Interstate Commerce Commission, 264-266, 477; Marine Corps, 482; Military Academy, 129, 498; National Labor Board, 397-398; Naval Academy, 129; Navy, 482, 498-499; people, 279; Post Office Department, 479-481, 95, 262-263, 308, 355; Senate, 443; Supreme Court, 482-484; Veterans' Administrative Bureau, 479; Weather Bureau, 241; Women's Bureau, 398
 United States Government, 467-490, 497-503; aid for agriculture, 241-242; aid for highways, 261-262; aid to schools, 129-130; Articles of Confederation, 468; Boards and Commissions, 477-479; business activities, 342; cost of, 491-507; democracy, 412-418; employees, 308, 499; establishment of

- the Union, 468-470; executive department, 475-482; Federal Courts, 482-484; financing, 491-507; guarantee of money, 347; industrial agencies, 398; international interests, 538-539; judicial department, 482-484; legislative department, 470-475; mints, 349; money, 348-349; national expenditures, 497-499, 493; national defense, 481-482, 498-499; national income, 367, 492, 501; police forces, 95; services, 479-482
- Universal Postal Union, 481
- Universities, 123, 299-300; extension courses, 124
- University of the State of New York, 608-609
- Urban government, 431-434
- Utility, created by labor, 335; diminishing, 383-384
- Vaccination, 63, 222, 619
- Value, intrinsic, 346
- Verdict, 458-459
- Versailles, treaty of, 543
- Veterans' Administrative Bureau, 479
- Veto, 475
- Vice President of the United States, 471, 474, 475
- Villages, 426, 428
- Vital statistics, 222
- Vocational education, 479; opportunity, 297-298; schools, 123; training, 123, 160, 299, 308
- Vocations, 571, 572
- Voters, 514; disfranchised, 515; qualifications, 515
- Voting, 514-518
- Wages, 364, 367, 368-370; dependence upon, 368-370
- Wampum, 345, 346
- War, 539-541, 473; industrial, 394-401
- Wards, public, 165, 279, 280
- Washington, D. C., 140, 349
- Waste, 383
- Water supply, 61, 62, 63, 70-71, 221; conservation of, 447
- Waterville Consolidated School, 601-602
- Wealth, distribution of, 363-379; enjoying, 380-390; kinds of, 320-321; producing, 320-321; sharing, 363-379
- Weather Bureau, 241
- Welfare, general, 16-17
- Welfare work, 396
- Westchester County, 595, 598
- Witnesses, 457
- Women in industry, 400, 210, 398, 446
- Work, opportunities for, 297-298; value of, 304
- Workers, factory, 308; how employed, 318-319; ideal, 309, 301; successful, 304, 308-309; world of, 334-362
- Workingmen's Compensation laws, 397, 447, 628
- World, citizenship, 533-552; of business, 317-333; of workers, 334-362
- World Court, 546-547
- World Economic Conference, 546
- Worship, freedom of, 286
- Y. M. C. A., 67
- Zoning, 142-144

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